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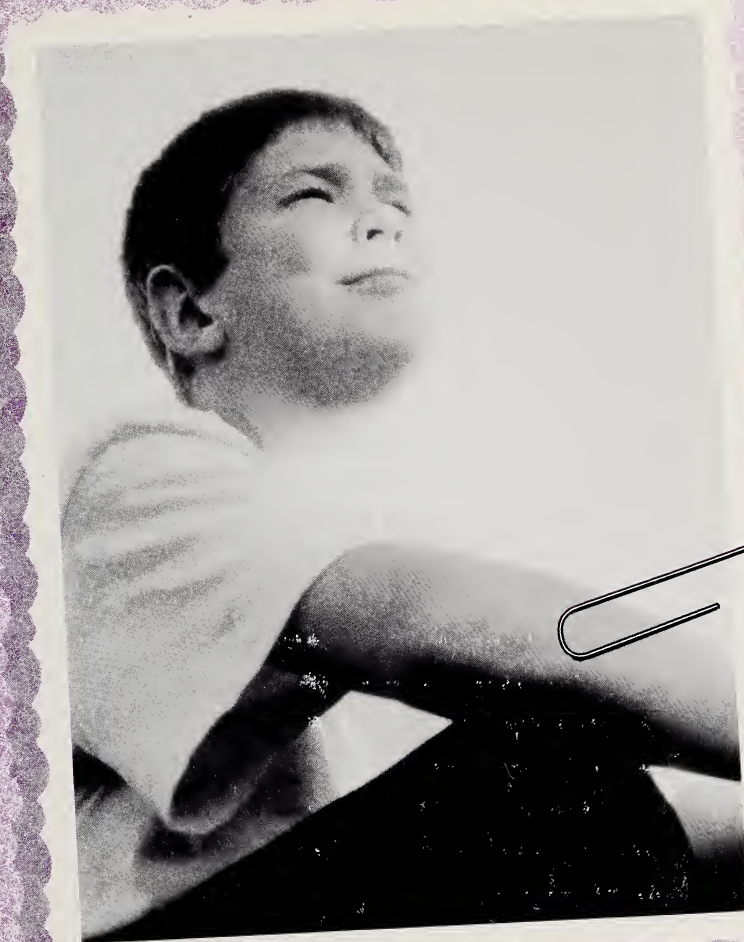
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# Health and Personal Life Skills 7

## Learning Facilitator's Manual



Modules 1-6



**Distance  
Learning**

**Alberta**  
EDUCATION





# **Health and Personal Life Skills 7**

**Modules 1 - 6**

## **LEARNING FACILITATOR'S MANUAL**



### Note

This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

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# ACKNOWLEDGEMENTS

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## Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

### Which Category Do You Fit?

☐ Small Schools Teacher

☐ inexperienced

☐ experienced but in other subject areas

☐ experienced in teaching health and personal life skills but wanting to try a different approach

☐ Distance Learning Teacher

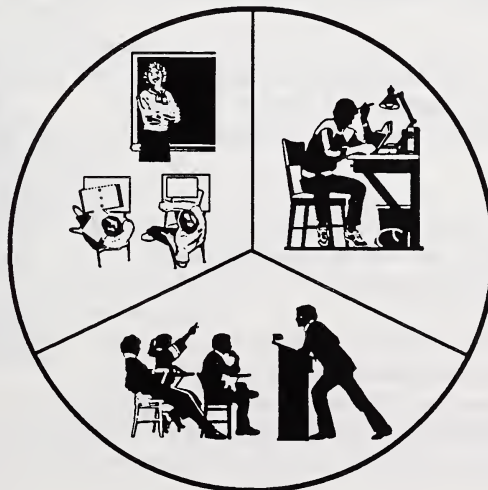
☐ travelling to schools within the jurisdiction

☐ using facsimile and teleconferencing to teach students within the area

☐ Larger Schools Teacher

☐ inexperienced

☐ experienced in teaching health and personal life skills but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situation.

### Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

### Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

The student materials are not the only components designed for independent, guided instruction; so is this Learning Facilitator's Manual. It begins with an overview of the current Alberta Education Program of Studies for Health and Personal Life Skills 7. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Health and Personal Life Skills 7 when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new courseware and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The courseware and LFM are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.





# Overview of Program of Studies for Health and Personal Life Skills 7

## Philosophy and Rationale

The Health and Personal Life Skills 7 curriculum emphasizes students' growth in knowledge, attitudes, and lifelong skills which will enable young adults to assume the responsibilities for healthy living which encompasses the four health dimensions – the physical, intellectual, social/personal, and ethical/moral. The curriculum was designed to help students recognize their potential and become aware of alternatives that may improve their life-styles.

Decision-making skills are emphasized throughout the curriculum in order that students might learn to accept personal responsibility for their life-style choices.

Since the school is a significant contributor to the environment of adolescents, it is responsible for assisting them in seeing themselves as important individuals with unique characteristics, capabilities, skills, and limitations. Recognizing these qualities prepares adolescents to live in a fast-paced and rapidly changing society.

For the Health and Personal Life Skills 7 Program to be effective, the roles of the various partners in the health education process (parents, educators, and community resource personnel) must be recognized and appreciated. The sharing and exchanging of information among these partners in this process encourages ongoing health education. This education gives students the knowledge, attitudes, skills, and lifelong behaviours to enable them to assume responsibility for healthy living and for personal and social well-being.

## Themes

This curriculum centres on five themes:

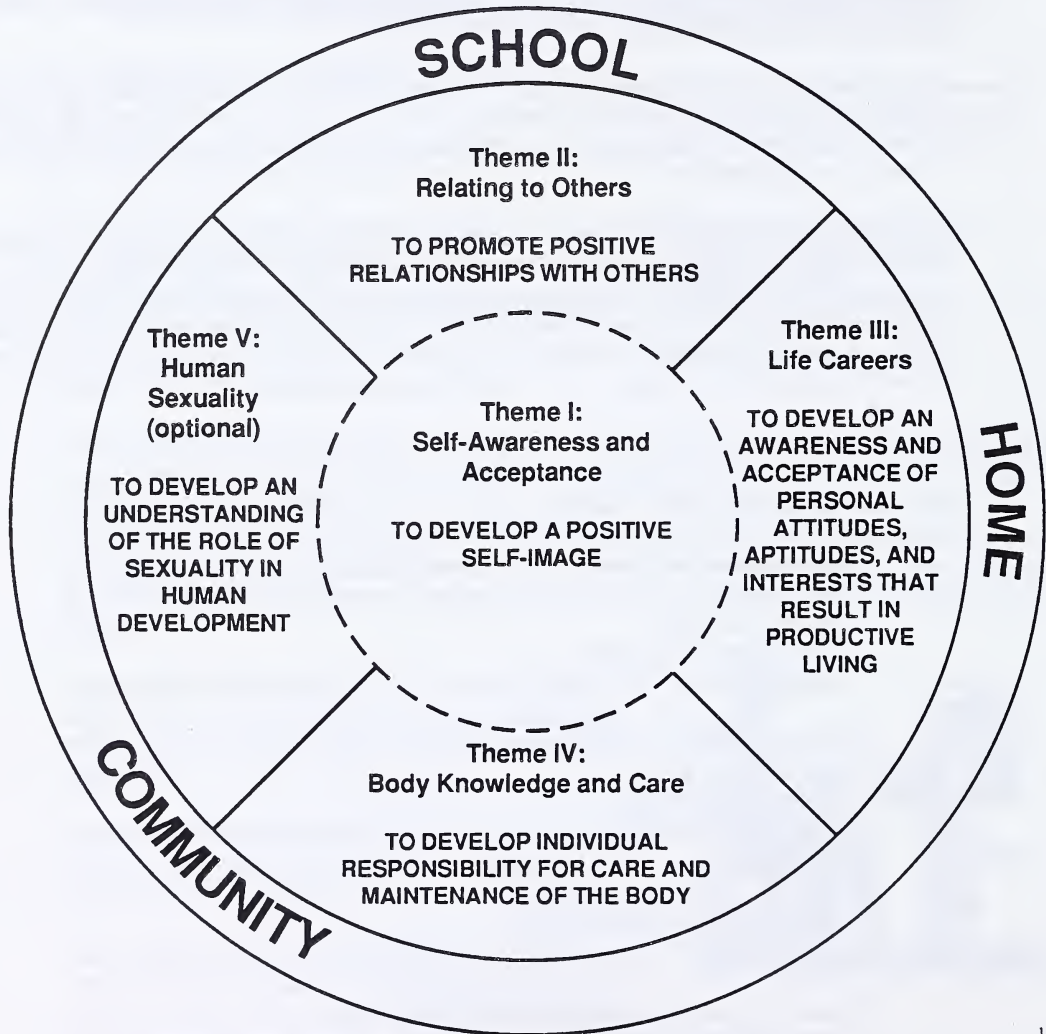
- Theme I: Self-Awareness and Acceptance (Module 1)
  - self-awareness
  - managing feelings
  - positive personal growth
  - decision making
- Theme II: Relating to Others (Module 2)
  - importance of others
  - managing relationships
  - communication skills
- Theme III: Life Careers (Module 3)
  - career awareness and preparation
  - career planning
- Theme IV: Body Knowledge and Care (Module 4)
  - personal responsibility for one's own health and safety (body systems, safety and emergency procedures, personal wellness, cleanliness, and drug use and abuse)

- Theme V: Human Sexuality (Module 5 – Optional)
  - understanding one's own and others' sexuality
  - informed decision making
  - personal responsibility

or

- Culminating Project (Module 6)

If the Culminating Project is chosen, the student should be encouraged to begin working on it early in the course.



<sup>1</sup> Alberta Education Curriculum Branch for the illustration from *Health and Personal Life Skills: Curriculum Guide*, 1986 edition. Reprinted by permission of Alberta Education.

## Required and Elective Components

Each theme in the curriculum has a required component and an elective component. The required component prescribes that the topic must be addressed. However, the teacher has the flexibility within each theme to adapt, vary, increase, or decrease the content and to use a variety of approaches to meet the needs of the students and community. For example in Theme II: Relating to Others, Subtheme B – School, Grade 7, the concept study and homework has been identified as an elective component. While teachers must address this topic, they may wish to teach the content in whatever detail and depth they feel is necessary and appropriate for their students.

The optional component dictates that the teacher can choose to either cover certain topics or not cover those topics. For example, Theme IV: Body Knowledge and Care, Subtheme F – Cleanliness, Grade 7, is optional. Teachers may or may not address the topic depending on how necessary and appropriate they feel the topic is for their students.

## The Decision-Making Process

The ability to make sound decisions is crucial to an individual's development. The curriculum focuses on responsible decision making in order for students to make life-enhancing decisions. Students are encouraged to exercise their decision-making skills through the use of the decision-making process. The steps in this process are as follows:

- Step 1: Identify the problem.
- Step 2: Assess information sources and list possible choices.
- Step 3: Consider all possible alternatives – pros and cons.
- Step 4: Make a decision based on the pros and cons of each alternative.
- Step 5: Determine a course of action.
- Step 6: Accept responsibility.
- Step 7: Put an action plan into effect.
- Step 8: Evaluate results.
- Step 9: Continue or reassess.

The curriculum concentrates on the importance of decision making. These skills, if gained by students, will enable them to take responsibility for their own choices.

## Partners in the Process

The teaching of the Health and Personal Life Skills 7 curriculum is most effective when there is sharing among the concerned groups – the home, the school, and the community. To get the parents involved, it is best to keep them well-informed about the curriculum.

At all times the teachers have to keep in mind the psychological makeup of adolescents. Teachers must be familiar with adolescent characteristics and interests when planning and preparing health learning materials.

Involving the community resource personnel (various agencies, organizations, and government agencies) adds much value to the Health and Personal Life Skills 7 course.



## Human Sexuality, Theme V (Optional)

Most junior high school students are very interested in and motivated to learn about human sexuality. They are going through a period of great physical change – part of which is related to their sexuality. One of their major tasks is to become comfortable with their own sexuality – to accept themselves as sexual individuals and to understand what sexuality is all about in the context of our society.

Theme V – Human Sexuality is an optional theme that focuses on both providing accurate information and clarifying the students' attitudes, values, and behaviours. In this module students are given the opportunity to examine attitudes, values, and behaviours regarding sexuality.

Upon completion of this module, students will be more knowledgeable about their own and others' sexuality. They will feel more comfortable with their own sexuality, and they will be better prepared to make more responsible decisions regarding their expressions of sexuality.

Subthemes for the Grade 7 module include puberty, reproduction, and decision making. Emphasis is placed on

- anatomy
- physical changes
- social/emotional changes
- fetal development
- sexual expression
- alternatives to pregnancy

Before instruction of the human sexuality theme is offered to students, it is required by Alberta Education that school boards receive parental approval for each student to take the optional theme. Having a parent information night to meet the teacher(s) is useful for enhancing community acceptance of the human sexuality theme. It allows the parents to preview the learning resources and the teaching concepts. If the program is offered, it is important that the parents be kept informed and involved in the program through letters and parental meetings.

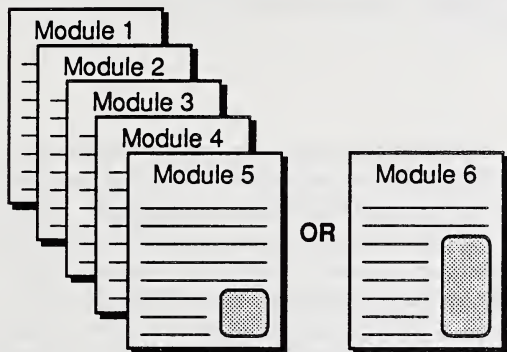
If students choose not to complete the human sexuality module, they must choose to do Module 6 – Culminating Project. Module 6 is intended as an alternate module to be completed by those students who decide not to complete Module 5 – Human Sexuality. The students are encouraged to expand their exploration of topics covered in other Grade 7 modules, particularly those relating to self-awareness, acceptance, and relating to others. Students can choose from several culminating projects and should be encouraged to choose their projects early in their study of Health and Personal Life Skills 7.

# Structure of the Learning Package

## Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

## Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

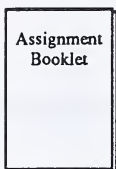
The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, and video formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

## Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, for faxing, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

## Media



VIDEOCASSETTE



PRINT ALTERNATIVE  
PATHWAY



COURSE  
AUDIOCASSETTE  
(providing general  
teacher guidance)

The package also includes reference to media. Pathways have been developed so students can use a variety of media to achieve the objective. These different routes have been included to suit different learners. Wherever videos have been included, a print pathway is also available. This way, if the media resource isn't available or desired, students can follow the print pathway and still successfully achieve the objective.

A special audiocassette features a teacher guiding the students through the course. The appearance of the teacher icon reminds students that there is this additional help available.

If the students are working individually, you may find this cassette a valuable asset. If you are working in a large group, you may wish to guide the students yourself.

## Textbooks



The prescribed textbook for Health and Personal Life Skills 7 for modules 1 to 4 is *Lifestyle 1* by Judith Campbell (Toronto: Globe/Modern Curriculum Press, 1986). *Growing through Knowing - Issues in Sexuality, Book 1* by Dianne Kieren (Toronto: GLC Publishers, 1988) is the textbook that accompanies Module 5 - Human Sexuality. These basic learning resources are available for purchase from the Learning Resources Distributing Centre (LRDC).



## Materials, Media, and Equipment

### Mandatory Components

Equipment (Hardware)	Media	Materials
	<ul style="list-style-type: none"><li>• prepared audiocassettes (come with learning package)</li></ul>	<ul style="list-style-type: none"><li>• LFM for Health and Personal Life Skills 7</li><li>• one complete set of module booklets (Modules 1 through 4 and either Module 5 or 6) and accompanying assignment booklets for each module for each student</li><li>• There is a final test.</li></ul>

### Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none"><li>• VCR</li></ul>	<ul style="list-style-type: none"><li>• videocassettes</li></ul> <p>Videocassettes used in the course may be available from your regional library service. If not, contact the Learning Resources Distributing Centre or ACCESS Network for more information.</p>	

# Using This Learning Package in the Classroom

## Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each unit, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

## Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed, due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners, individually regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

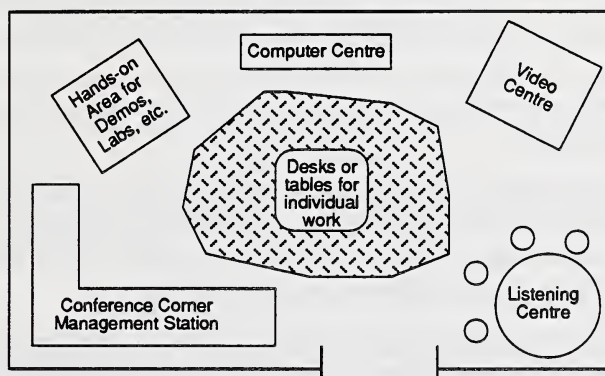
### The Key to a Successful Open-Learning System



## Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

## Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the module booklet. The answers, explanations, and examples for each of the module activities are included in this LFM. You may decide to set up an answer station with colour-coded cards, or you may want the students to come to you to discuss the activity together. As you and the students become more comfortable with an individualized system, you might increase the students' responsibilities – spot checking only to reinforce proper behaviour and to assess the students' day-to-day progress.



As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. Direct teaching might be used to take advantage of something timely (e.g., election, eclipse, etc.), or something prescheduled like the demonstration of a process or involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

## Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student-contract approach.





### Sample of a Student Progress Chart

		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Final Test
<i>Billy Adams</i>	P							
	A							
<i>Louise Despins</i>	P							
	A							
<i>Violet Klassian</i>	P							
	A							
P = Projected Completion Date      A = Actual Completion Date								

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

### Sample of a Student Assessment Chart

	Module 1	Module 2	Module 3	Module 4	Module 5 or 6	Year's Average	Final Test	Final Mark
<i>Billy Adams</i>	67	65	54	47	78	62		
<i>Louise Despins</i>	43	50	54	55	48	50		
<i>Violet Klassian</i>	65	65	66	68	67	66		

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

### Sample of a System Assessment Chart

Module 1			
Date	Module Booklet	Assignment Booklet	Resources/Media

## The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the students' confidence, to stimulate the learners into self-reliance, and to guide the learners to take advantage of routes that are most meaningful and applicable to the learners.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

## Evaluation

Evaluation is important to the development of every learner. Data gathering, data processing, and decision making at both the student and teacher levels, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

### Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

### Observation Checklist

1. Does the student approach the work in a positive manner?
2. Is the student struggling with the reading level?
3. Does the student make good use of time?
4. Does the student apply an appropriate study method?
5. Can the student use references effectively, etc.?

	B. Adams	L. Despina	V. Klassian	H. Smith	K. Dalley

Observation may suggest a need for an individual interview with a student.

## Individual Conferences

Individual conferences may be paced (scheduled) by the calendar or at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the students' progress and can assess the students' attitudes toward the subject, the program, school, and self, as well as the students' relationships with other students. With guided questions the teacher can encourage oral self-assessment; the students can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

## Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired, and peer assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment in your assignment booklet?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.



## Informal Evaluation: Assignments

Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

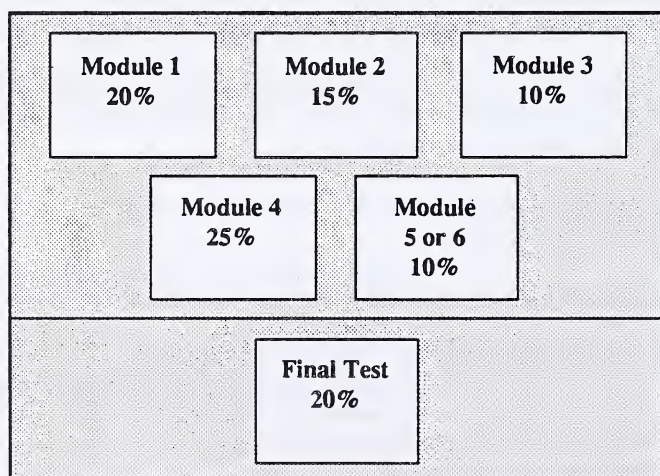
Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated and that all students clearly understand what is expected.

Since many assignments in Health and Personal Life Skills 7 are subjective in nature, the degree to which students show effort in answering assignments fully and in applying concepts to their own lives should be given emphasis in evaluation.

## Final Test

All LFMs include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, give the teacher precise information concerning what each student can or cannot do. Answers and explanations and marking guides are also included.

Since modules 1 to 4 are compulsory, you may wish to assign a greater percentage to these modules. The value of each module is the decision of the classroom teacher. Following is a suggestion only.





## Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analyzed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

### Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, and glossary)
- interpreting graphs and charts

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

### Reading Level

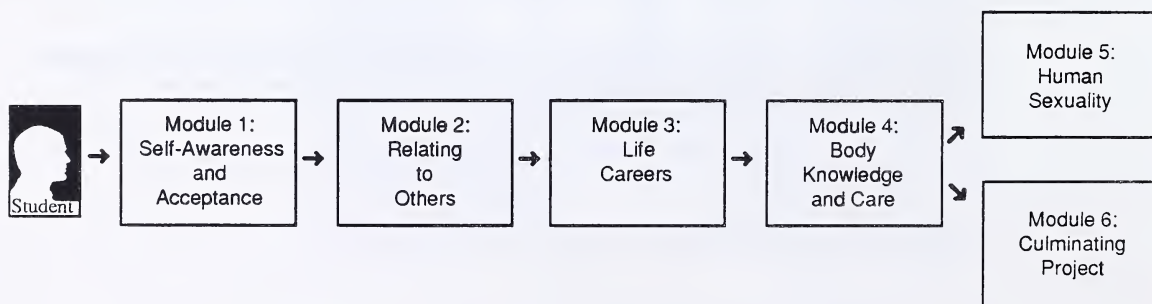
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and optional videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media pathways and activity choices to encourage an active rather than a passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing student readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending.

To help make the learning package more readable, you can begin in your module preparation by reading, viewing, and listening to all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, having students write down all the ideas they have about the topic, or by using visuals and guided questions to predict what the topic might be about.

It is recommended that you start with Module 1 because of the natural sequence of the modules. The decision-making skills learned in Module 1 can be applied to making decisions about relationships, career planning, health and safety responsibilities, and sexual issues.



## Learning Resources

The integration of various resources from many different sources enhances the reception of the Health and Personal Life Skills 7 curriculum both in the classroom and in the community. Two additional basic learning resources authorized by Alberta Education include

- *Discovering Yourself* by Dianne K. Kieren. Toronto: GLC/Silver Burdett, 1986.
- *Choices for Living 7* by Sharon Gibb. Toronto: Doubleday Canada Limited, 1987.

These textbooks are available for purchase from the Learning Resources Distributing Centre (LRDC).

Lists of recommended learning resources (those approved by Alberta Education because they complement basic learning resources by making a significant contribution to the attainment of one or more major goals outlined in the provincial programs of studies) are given in the LFM. These lists are at the beginning of the first section of every module and are cross-referenced when used in more than one grade.

### *Zoot Capri, The Magazine*

Teachers are encouraged to let their students know about the availability of *Zoot Capri, The Magazine*. It is a forty-page magazine issued five times a year. It is produced by AADAC and its goal is to expose opportunities to teens and to incite curiosity. It is a challenging magazine that teens will want to read because of the topics covered (music, entertainment, fashion, interesting activities, interviews, comics, quizzes, contests, etc.) and also for its effective language, communication, and colourful layout. *Zoot Capri* also serves as a tool in preventing alcohol and drug abuse by focussing on the development of a positive life-style.

To subscribe for free copies of *Zoot Capri, The Magazine* either have the students call the toll free number 1-800-665-2211, or have them write to

*Zoot Capri, The Magazine*  
#403, 304 – 8th Avenue S.W.  
Calgary, Alberta  
T2P 1C2

It is a good idea to remind students that phoning in a subscription is faster and cheaper!

Regardless of which avenue the students choose to get their subscription, they must state their age because the magazine is free to all Alberta teens between the ages of 12 and 18.





# Health and Personal Life Skills 7

## Learning Facilitator's Manual



## Module 1: Self-Awareness and Acceptance



## **Note**

**This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.**

Health and Personal Life Skills 7  
Learning Facilitator's Manual  
Module 1  
Self-Awareness and Acceptance  
Alberta Distance Learning Centre  
ISBN No. 0-7741-0366-3

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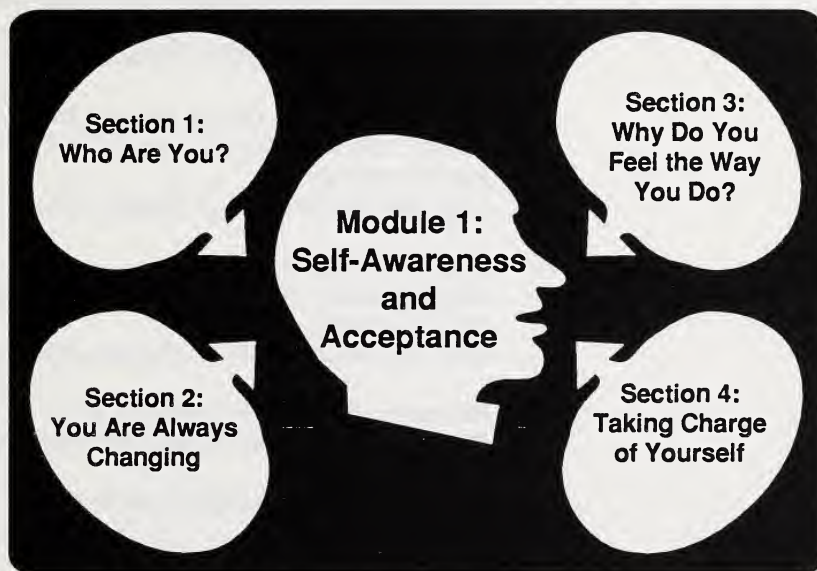
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## Module 1: Self-Awareness and Acceptance – Overview

This module focuses on the uniqueness of each student. Just as no two snowflakes are alike, neither are any two persons alike. Module 1 is designed to assist the students in understanding and accepting themselves. The module also deals with the decision-making process which enables students to take charge of their lives and accept responsibility for their choices.



## Evaluation

Most of the assignments for this module do not have absolutely right or wrong answers. Therefore, when evaluating the students' work, it is important to consider these criteria – thoughtfulness, creativity, completeness, and quality of student effort.

The evaluation of this module will be based on four section assignments.

Section 1 Assignment	50%
Section 2 Assignment	19%
Section 3 Assignment	10%
Section 4 Assignment	21%

<b>TOTAL</b>	<b>100%</b>
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## Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme I – Self-Awareness and Acceptance – at the Grade 7 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre, unless otherwise specified.

- *Choices for Living 7, Teacher Resource Guide*  
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.  
(teacher resource)  
Note: also used for Grade 7 – Themes II, III, IV
- *Discovering Yourself, Teacher Resource Book*  
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986.  
(teacher resource)  
Note: also used for Grade 7 – Themes II, III, IV
- *Lifestyle 1 Teacher's Guide*  
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.  
(teacher resource)  
Note: also used for Grade 7 – Themes II, III, IV
- *Me Power: Building Self-Confidence, Part I*  
Pleasantville, New York: Pleasantville Media, 1983.  
(filmstrip kit)  
Note: *Part II* used for Grade 9 – Theme I
- *The Power of Purpose*  
Toronto: Wilson Media, 1983. Produced by David McNally and sponsored by the Canadian Cancer Society. Distributed by John Wiley and Sons, Toronto.  
Videotape dub (26 minutes) BPN VC276701 available from ACCESS Network Media Resource Centre.  
(16mm film/videotape)
- *Self Concept: How I Know Who I Am, Part I*  
Pleasantville, New York, Sunburst Communication, 1984.  
(filmstrip kit)  
Note: *Part II* used for Grade 9 – Theme I
- *"Trying Times, Making Decisions"* Self Incorporated Series Produced by Agency for Instructional Television, 1975.  
Videotape dub (15 minutes) BPN VC153301 available from ACCESS Network Media Resource Centre.  
(videotape)



- *What Do You Like About Yourself? Developing a Positive Self-Concept!*  
Slater, S. and L. Cibrowski. Washington, D.C.: Home Economics Education Association, 1982.  
(teacher resource)  
Note: also used for Grade 8 – Theme I and Grade 9 – Theme I
- *Why Is It Always Me?*  
Chicago: Life Skills Training Institute, 1980. Distributed by Kinetic Films.  
Videotape dub (14 minutes) BPN VC274301 available from ACCESS Network Media Resource Centre.  
(16mm film/videotape)

## Section 1: Who Are You?

### Key Concepts

- self-awareness
- self-concept
- self-esteem

Section 1 is a fairly long section. It is the heart of the module and the whole Health and Personal Life Skills 7 program. Key concepts include self-awareness (what you know about yourself) and self-concept (how you think and feel about yourself). The student also looks at internal and external forces, positive and negative influences, and self-esteem and conceit.

There are very few absolutes or definitive answers in Section 1. It is basically an introspective, self-exploratory, and discovery experience for students. Completing the exercises honestly and then reflecting on their own and others' responses will hopefully lead the students to self-understanding and many personal insights. This is the starting point of growth, positive change, and healthy adjustment.

Some students – especially those whose self-concept is weak or negative or who feel that their lives are not so great at this time – will need a lot of encouragement as they try to complete the exercises.

Focus on the positive elements of their lives. You will find that there are many opportunities for sensitive and confidential issues to be raised. You are reminded to respect the privacy of each student. Students are free to pass (to choose not to answer) on any personal item and are not required to share anything of a personal nature with you or the classroom group unless they so desire.

In regular classrooms the processing, sharing, or debriefing of student and teacher personal responses is often the most useful and enjoyable aspect of the program. All exercises are suitable for such group discussion, and suggestions are given. If you are in a small group situation, you will need to establish some ground rules. One way you may wish to do this is to use a cooperation contract.

### Cooperation Contract

In order to create an atmosphere of trust and respect in this class, it is necessary that I take responsibility for my own actions, and it is my intention to adhere to the following commitments:

1. I may laugh with people, but not at anyone.
2. I will not put down anyone whose opinions do not coincide with mine.
3. I will not interrupt.
4. I will not engage in disruptive arguing.
5. Confidential information shared by classmates will be treated respectfully and will not be repeated outside the class.
6. I will share in discussion whenever I have a relevant contribution.
7. I reserve the right to pass if the question or topic is overly uncomfortable for me.
8. I will participate in constructive problem solving if a problem develops with any aspect of this class.
9. My behaviour will be mature, responsible, cooperative, and respectful while in this class.

Signature \_\_\_\_\_

Witness \_\_\_\_\_

Date \_\_\_\_\_

Most students seem to appreciate honest confidential feedback to their responses. In this section you cannot help but get to know the students very well. The process of getting to know the students will move forward if positive rapport, mutual respect, and a sense of trust are established between you and the students.

The nature of the course content might easily put you in the position of advocate, confidant, friend, and counsellor to the students. You are advised to keep that in perspective. If you run into a situation that requires the outside help of a social agency, please respond appropriately. This is especially true if you encounter cases indicative of abuse, suicide, depression, unlawful acts, and so on.

Answers to the exercises vary greatly. Some possible responses are given. Evaluation of the Module 1 Assignment Booklet will be mostly subjective, based on completeness, effort, creativity, and thoughtfulness.

The main instructional objectives for the students are as follows:

- to gain an increased awareness of self
- to understand self-concept and the factors which influence its formation
- to understand the relationship between self-concept and thoughts, feelings, and behaviours
- to recognize the effects of positive and negative treatment
- to distinguish between self-esteem and conceit<sup>1</sup>

For a Grade 7 student these notions are fairly abstract. The exercises are intended to be as concrete as possible. Concreteness could also be a guiding principle for your facilitation.

### Teaching Suggestions

You may want to introduce Activity 1: Self-Awareness with the following exercise. This exercise will get the students thinking about themselves in terms of their physical, mental, social, and ideal selves. When you are teaching the key idea of self-concept you can also use this exercise to help the students decide if they have a positive or negative self-concept. Ask the students to place a plus sign (+) behind the circled words that they consider to be positive and a minus sign (–) behind the circled words they consider to be negative. Then ask the students to tally their pluses and minuses and compare the two totals. This will give the students a good indication of whether they have positive or negative self-concepts.

<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Curriculum Guide*, 1986, p. 53.



In the following word list, circle the words that best describe yourself most of the time.

active	friendly	realistic
afraid	gentle	relaxed
ambitious	graceful	respectful
angry	happy	responsible
annoyed	healthy	revengeful
awkward	helpful	sad
bored	honest	sensitive
brave	hurt	short
calm	independent	sick
caring	intelligent	silly
conceited	jealous	slow
confident	kind	sociable
confused	lonely	stable
considerate	loving	strong
creative	mean	talented
critical	moody	tall
dependable	nervous	thin
dull	nosy	uncomfortable
efficient	organized	understanding
energetic	patient	useful
enthusiastic	pleasant	useless
fat	powerless	weak
forgetful	practical	

You may add other words to describe yourself that are not included in the list.

## Section 1: Activity 1

1. a. What is the meaning of your name? (If you do not know, ask your parents or guardians. You will probably also be able to obtain several reference books about the meanings of names from your local public library .)

*Answers will vary. Some names and their meanings are as follows:*

*Linda – beautiful, Melissa – the dark one, Matthew – gift of God, Adam – man of the land, Dennis – love of mine, Dale – man of the valley, Peter – the rock, Nadine – the mermaid, Mary – strong, Melody – the joyful one*

- b. How was your name chosen? Are you someone's namesake?

*Answers will vary. Some students may need examples of namesakes. Possibilities might include being named after a grandparent or parent. Names could also be chosen because of their meaning or uniqueness.*

- c. What are some variations of your name? Does it have any nicknames?

*Answers will vary. Nicknames may include Fish, Skipper, Princess, Sissy, and so on.*

- d. Sometimes people change their names. Why do you think someone would do that?

*Marriage, stardom, dislike of one's given name, and vanity are some possible reasons.*

- e. If you were going to change your name, what would you change it to? Why?

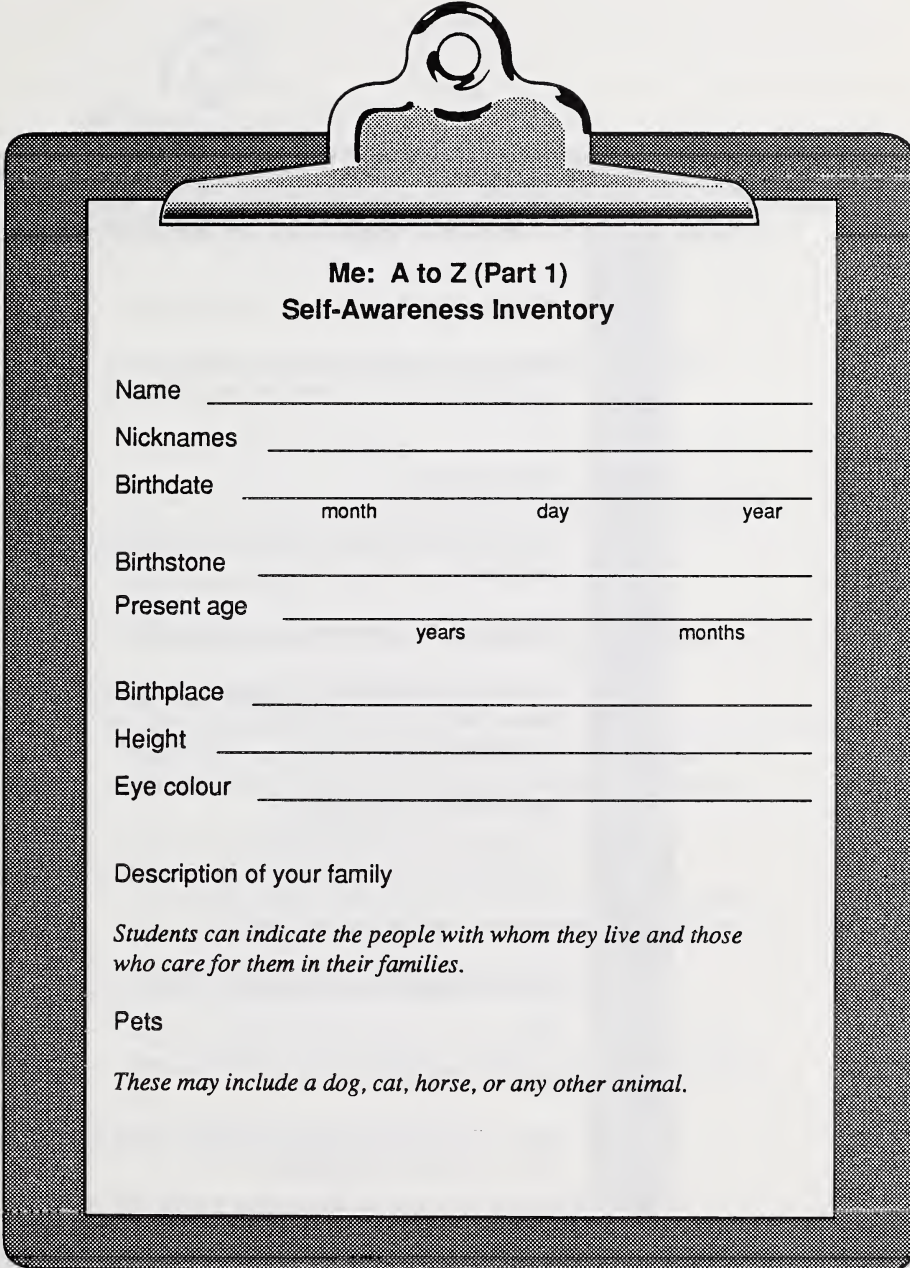
*This answer may be a reflection of the students' present self-concepts.*

- f. If you were to have children of your own someday, what might you name them?

*Names can be listed. All answers to this question will vary and will reflect the personal nature of one's name.*

2. Complete the following "Me: A to Z (Part 1) – Self-Awareness Inventory." This is a personal exercise. You can pass on any of the items, especially if they are inappropriate for you. You are not required to share any of this information if you do not wish to do so.

*Please respect the students' option to pass or not share any item. Perhaps discuss this option beforehand. All answers will be personal and will vary greatly. Some students will need encouragement.*



**Me: A to Z (Part 1)**  
**Self-Awareness Inventory**

Name \_\_\_\_\_

Nicknames \_\_\_\_\_

Birthdate \_\_\_\_\_  
month day year

Birthstone \_\_\_\_\_

Present age \_\_\_\_\_  
years months

Birthplace \_\_\_\_\_

Height \_\_\_\_\_

Eye colour \_\_\_\_\_

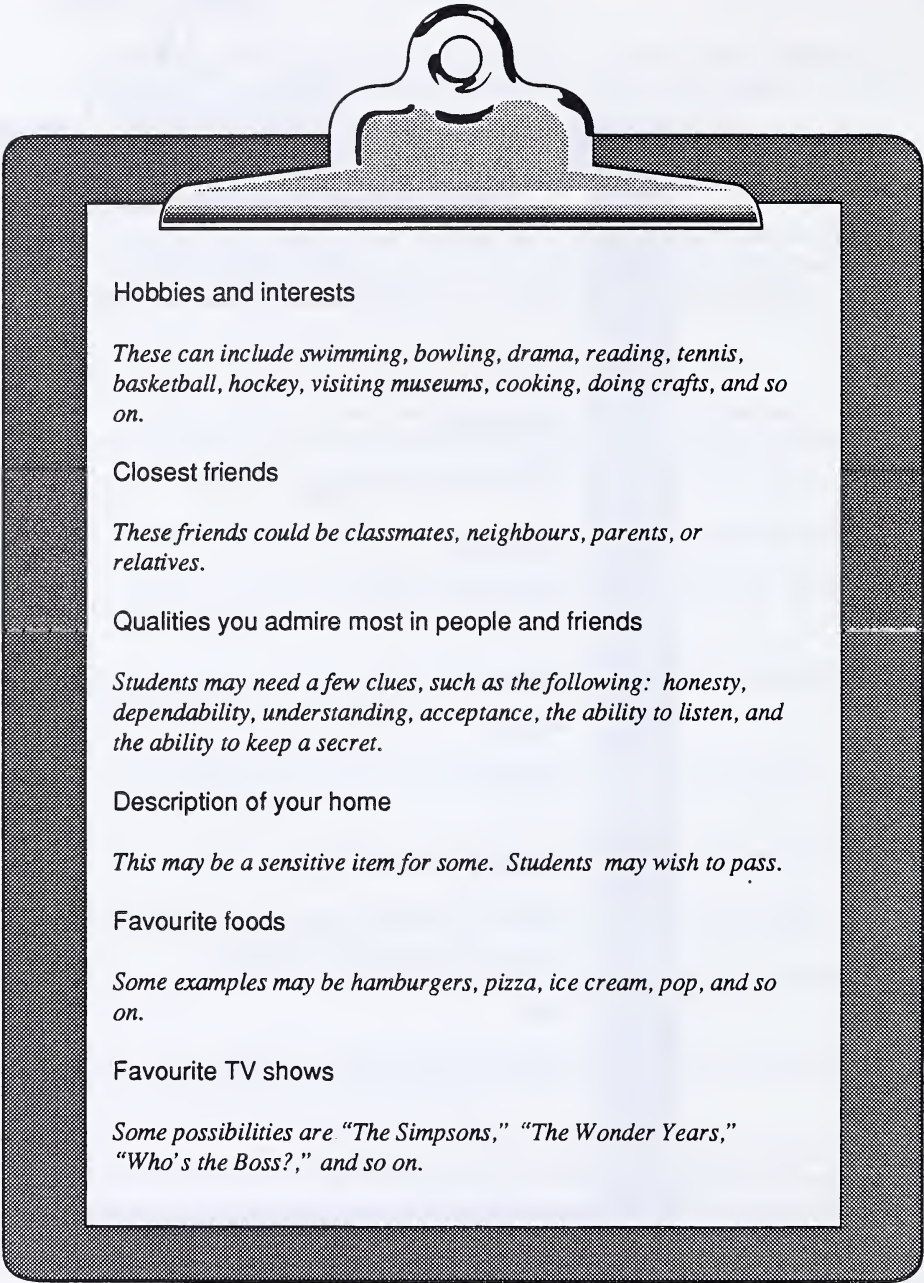
Description of your family

*Students can indicate the people with whom they live and those who care for them in their families.*

Pets

*These may include a dog, cat, horse, or any other animal.*





### Hobbies and interests

*These can include swimming, bowling, drama, reading, tennis, basketball, hockey, visiting museums, cooking, doing crafts, and so on.*

### Closest friends

*These friends could be classmates, neighbours, parents, or relatives.*

### Qualities you admire most in people and friends

*Students may need a few clues, such as the following: honesty, dependability, understanding, acceptance, the ability to listen, and the ability to keep a secret.*

### Description of your home

*This may be a sensitive item for some. Students may wish to pass.*

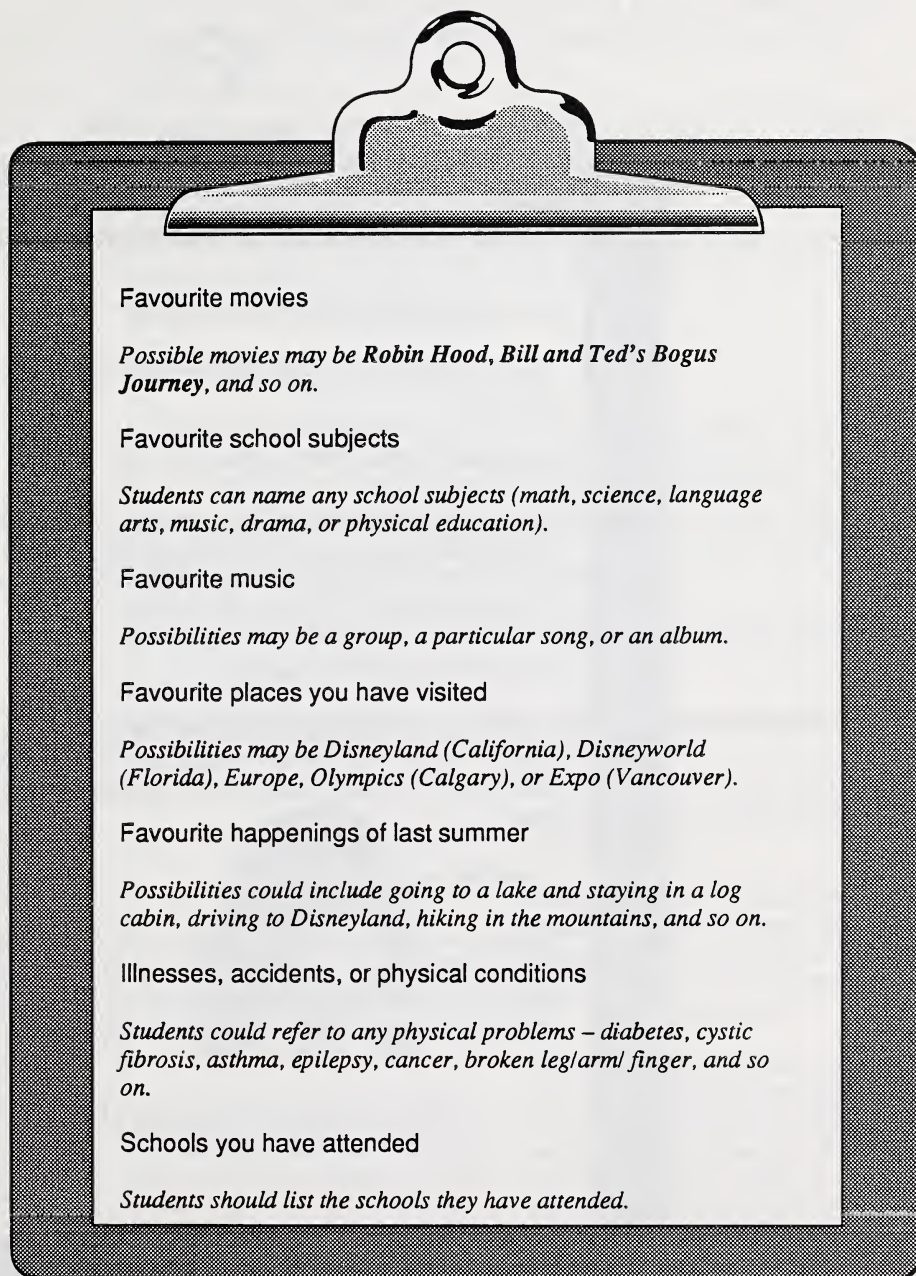
### Favourite foods

*Some examples may be hamburgers, pizza, ice cream, pop, and so on.*

### Favourite TV shows

*Some possibilities are "The Simpsons," "The Wonder Years," "Who's the Boss?," and so on.*





**Favourite movies**

*Possible movies may be Robin Hood, Bill and Ted's Bogus Journey, and so on.*

**Favourite school subjects**

*Students can name any school subjects (math, science, language arts, music, drama, or physical education).*

**Favourite music**

*Possibilities may be a group, a particular song, or an album.*

**Favourite places you have visited**

*Possibilities may be Disneyland (California), Disneyworld (Florida), Europe, Olympics (Calgary), or Expo (Vancouver).*

**Favourite happenings of last summer**

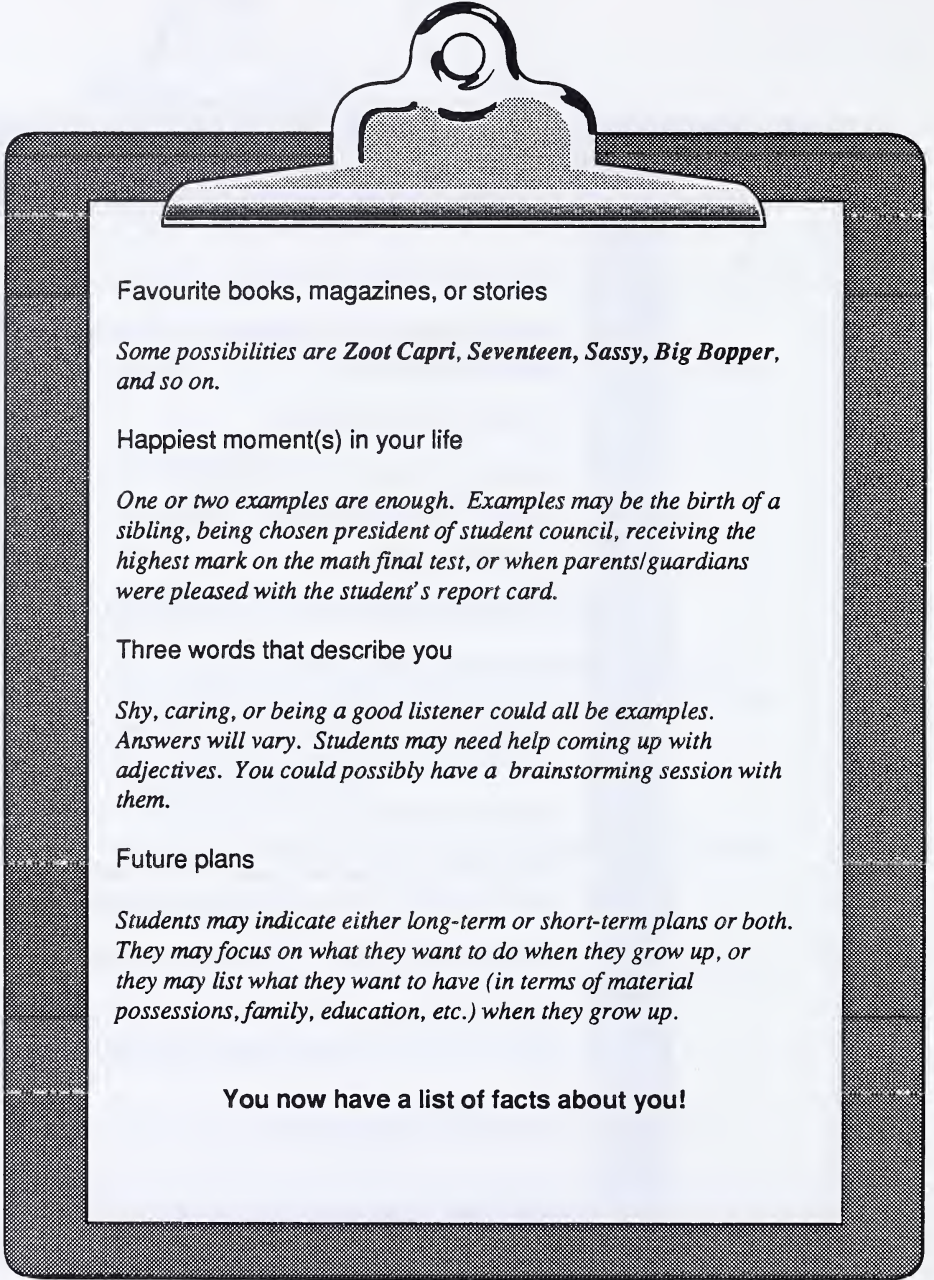
*Possibilities could include going to a lake and staying in a log cabin, driving to Disneyland, hiking in the mountains, and so on.*

**Illnesses, accidents, or physical conditions**

*Students could refer to any physical problems – diabetes, cystic fibrosis, asthma, epilepsy, cancer, broken leg/arm/ finger, and so on.*

**Schools you have attended**

*Students should list the schools they have attended.*



Favourite books, magazines, or stories

*Some possibilities are Zoot Capri, Seventeen, Sassy, Big Bopper, and so on.*

Happiest moment(s) in your life

*One or two examples are enough. Examples may be the birth of a sibling, being chosen president of student council, receiving the highest mark on the math final test, or when parents/guardians were pleased with the student's report card.*

Three words that describe you

*Shy, caring, or being a good listener could all be examples. Answers will vary. Students may need help coming up with adjectives. You could possibly have a brainstorming session with them.*

Future plans

*Students may indicate either long-term or short-term plans or both. They may focus on what they want to do when they grow up, or they may list what they want to have (in terms of material possessions, family, education, etc.) when they grow up.*

**You now have a list of facts about you!**



3. If you are doing this module by yourself, use any or all of your responses in the preceding inventory to introduce yourself to your learning facilitator or an interested adult.

If you are in a group, share with one other person as much of your inventory as you feel comfortable with. Then introduce each other to the group. Try to make your introductions from memory after sharing each other's inventories.

*If you are in a group situation, have the students choose partners and then introduce each other at the front of the room. You may choose to have one or more of the students interview you.*

## Section 1: Activity 2

1. As you read the following story about Lisa, analyze the influences on her during one typical day. There is a set of brackets ( ) after each incident. Put a plus sign (+) in the brackets if you feel the incident was a positive influence on Lisa's day and on her feelings about herself. Place a minus sign (-) in the brackets if you feel the incident was a negative influence. Tally your pluses and minuses, and answer the question at the end of the article.

*Please go over the instructions with the students, and help them get started.*



### Lisa



A seventh grade girl named Lisa was still snuggled in bed five minutes after the alarm had gone. (+) She liked to spend a few extra minutes under the warm blankets, especially when it was cold out. Just as she was dozing off to sleep, remembering a happy dream, (+) her mother's shrill voice pierced her

thoughts. "Get up, Lisa. You're lazy. If you don't get up this minute you'll be late!" (-)

Lisa tumbled out of bed and hunted through her closet for some clean clothes. "Mom, where are my clean jeans? The ones I wore yesterday have muck on them from art."

"Well, Lisa, I didn't know how many times I've told you to be more careful. Besides, if you didn't bring the dirty clothes downstairs, how could I know they needed to be washed? You're old enough to take some responsibility around here." (-) So Lisa put her dirty jeans under her arm and trudged off to the bathroom where her older brother was shaving.

"Get lost, punk. Can't you see I'm using the bathroom?" Mark smirked as he slammed the door in her face. (-)

Finally, after waiting for ages, Lisa got to use the bathroom, only to discover there was no hot water left for her shower. (-) "Hurry up, slowpoke. Quit dawdling or you'll miss the bus," her father hollered from the kitchen. (-)

Lisa flew down the stairs, tripping over a toy her younger brother had left lying there. (-) "Clumsy!" yelled Mark from the breakfast table. (-)

Lisa only had time to grab a cold piece of toast (-) as she dashed out of the house. "Lisa," mother called, "you forgot your lunch." (-) Lisa ran back, and grabbed her lunch and a notebook her mother had found. (+) "Have a nice day," mother called after her. (+)

Lisa finally got her stuff together and ran for the bus, only to see it disappear around the corner as she arrived at the bus stop. (-)

Out of breath and with her knee still hurting from falling down the stairs, Lisa had to walk to school. It was cold out. Lisa's wet hair froze and her hands got very cold. (-) She arrived late for school and decided to sneak through the front doors which are out of bounds for the students. Who else would be standing there but Ms. Thompson, the principal. After getting a severe lecture on following school rules, (-) Lisa managed to get to her first class. What a way to start the day - late, a lecture, and a double detention! (-)

Math class didn't go much better. Lisa forgot her homework for math in period one (-) and was assigned extra homework as punishment. (-)

Then, in period two, her social studies teacher gave a surprise quiz to the class. (-) Lisa hadn't been following too well what was going on in class and wasn't prepared for the exam. (-)

"Something good has to happen soon," Lisa thought. In the hallway between classes, a cute guy in Grade 8 smiled at her. (+) Floating on a cloud, Lisa arrived at her English class. The teacher handed back the students' book reports. Lisa got an A. (+)

At lunch Lisa discovered that her mother packed peanut butter sandwiches. Lisa hates peanut butter sandwiches, but no one would trade with her. (-) Her house team was scheduled to play European handball at noon. Lisa was really eager to play, but her team defaulted. (-)

In the afternoon Lisa had phys. ed. Usually she likes phys. ed. and the teacher is one of her favourites, but he called her "Wendy" (-) while taking attendance. They chose sides for murder ball, and Lisa was almost the last one chosen. (-)

Lisa was late from phys. ed. because someone had hidden her tote box, (-) so she had to stay longer than everyone else in the detention room. (-)

As Lisa walked through the door, she realized mother was angry. "Don't you remember you were supposed to start supper tonight?"



Why are you late? You've got a mind like a sieve!" (–) her mother complained. Lisa tried to explain, but her mother wasn't listening.

(–) "I've got to do some shopping, and take Jane to the dentist, and all you can do is dawdle on your way home from school." (–)

Lisa tried to help with supper, but couldn't seem to do anything right as she dropped the cutlery on the floor and always seemed to be in the way. (–) After supper she had to do dishes because Mark had a hockey game. (–)

In the evening Lisa decided to get her homework done and then watch her favourite show on TV. (+) While working on her homework, her best friend called to say that the cute guy in Grade 8 really liked Lisa and wanted to go to the next dance with her. (+)

Mom baked Lisa's favourite cookies. (+) As Lisa was snuggling down to watch "Different Strokes" with a plateful of cookies and a glass of milk, (+) the announcer said, "'Different Strokes' will not be seen tonight in order that we might bring you a special broadcast of parliamentary procedures from Ottawa."

All the other channels either had news or a hockey game on, (–) so Lisa went upstairs to read, only to discover Mark had taken all her magazines to school for a project without asking her. (–)

"Oh, well," sighed Lisa. "I may as well go to bed and hope for a better day tomorrow." "Ouch," she said as she stubbed her toe on the edge of the bed while reaching to turn off the light. (–)<sup>1</sup>

- a. Tally your pluses and minuses

Total +'s = 10

Total –'s = 31

Have you ever had a day like Lisa's?

- b. What did you learn by doing this activity?

*Positive or negative interactions with others really affect your day and how you feel about yourself. You encounter a lot of negative interactions that put you down and sometimes make you feel worthless, unlovable, and incapable.*

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. 7-6.

2. a. External forces that influence the way I feel about myself are

*Possible answers include*

- family
- friends
- sports
- life-style
- school
- success

*Please respect the confidentiality of this exercise. Answers will vary.*

- b. Internal forces that influence the way I feel about myself are

*This is a tough question for most juveniles. Emphasize thoughts and feelings and memories, like "I remember when..." or "I felt... about myself when... happened to me," to help the students get going.*

- c. Positive influences on the way I feel about myself are

*Answers will vary, but students should be specific here.*

- my coach
- successes
- my dad's friend
- capabilities
- getting a job
- acceptance
- baby-sitting
- praise

- d. Negative influences on the way I feel about myself are

*Again, students should be specific about people, places, and events that made them feel badly about themselves. This could be a very sensitive question for some. You may run into some very revealing responses here.*

3. a. If you wanted to make other people feel good about themselves to improve their self-concepts, what types of behaviours would you promote?

*Answers will vary. Some behaviours could include praising, complimenting, giving recognition, and being nice.*

- b. What ways of treating others or behaving toward others would make them feel badly about themselves?

*Refer to page 16 of the textbook. Answers can include put-downs, sarcasm, unfair criticism, name-calling, insulting, and ignoring.*

4. Complete the following "Self-Card" to help you understand more about the influences on your self-concept. Again, you may pass on any uncomfortable item, and you do not have to share any of your responses unless you wish to.

## Self-Card

### Media

A person I like or admire on TV is

---

The thing(s) I like or admire about this person is (are)

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---

---

---

### School

One important thing I am learning about myself in school is

---

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---

My teacher wishes I would

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---

My teacher appreciates me when

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### Friends

One of my friends can be counted on to

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One of my friends likes me when

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One of the things my friends like about me is

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### Family

One thing I like about a person in my family is

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Something a person in my family likes about me is

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My family (or someone in my family) would like me to

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1

*Please respect confidentiality in this exercise. Answers will vary greatly. The focus is positive. You may need to dig with some students.*

<sup>1</sup> Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. 7-7.

5. In this exercise you are to think about positive aspects of yourself and to use your imagination. Often when you think about yourself in different ways, you discover different **insights** into yourself that you might otherwise miss.

### If I Were

One way of finding out more about yourself is to use your imagination. By beginning your thoughts from new and different aspects, you can unlock ideas about yourself that are just below the surface and bring them out into the open. For example, suppose you were not a person, but an animal. Would you be a panther, a rabbit, a deer, a fox, or some other kind of animal? Why? Because you like the night, or because you are quick, alert, graceful, or intelligent?

Try the others yourself, and then share and compare notes with a partner if you wish.

- a. If I were a car, I would be a \_\_\_\_\_  
(sports car, van, station wagon, dunebuggy, etc.) because I am

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- b. If I were a bird, I would be a \_\_\_\_\_  
(hawk, seagull, robin, vulture, eagle, blue jay, heron, swan, etc.) because I am

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- c. If I were a kind of food, I would be a \_\_\_\_\_  
(peach, carrot, tomato, potato, pizza, hamburger, etc.) because I am

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- d. If I were a plant, I would be a \_\_\_\_\_  
(pine, maple, oak, weeping willow, rosebush, sunflower,  
redwood, etc.) because I am

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- e. If I were a water animal, I would be a \_\_\_\_\_  
(shark, whale, goldfish, salmon, trout, guppy, swordfish,  
dolphin, etc.) because I am

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- f. If I were an insect, I would be a \_\_\_\_\_  
(bee, ant, dragonfly, beetle, butterfly, etc.) because I am

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- g. If I were a boat, I would be a \_\_\_\_\_  
(rowboat, canoe, yacht, sailboat, ocean liner, etc.) because  
I am

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- h. If I were a game, I would be \_\_\_\_\_  
(hockey, football, tennis, table tennis, cards, baseball,  
soccer, a board game, etc.) because I am

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- i. If I were a musical instrument, I would be a \_\_\_\_\_ (guitar, piano, violin, tuba, harp, trombone, drum, etc.) because I am \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- j. If I were a song, I would be \_\_\_\_\_ (name of song) because I am \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- k. If I were a colour, I would be \_\_\_\_\_ (red, yellow, blue, green, black, white, purple, orange, etc.) because I am \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

If you wish, you may add more categories of your own and share your ideas.

*Prior to doing this exercise, go over the instructions. Go through the animal example with the students. Students need to take the questions seriously to benefit here.*

*Answers will vary greatly. This is a totally introspective and imaginative exercise. There are no incorrect answers. Insight is the goal.*

*Debrief by asking what insights students have gained into their personalities. You might decide to simply share each person's responses.*

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. 7-10.



## 6. Complete the exercise “Who I Am.”

**Who I Am**

Complete each of the sentence starters.

- a. I am a good friend because

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- b. Something that I do at school that I am proud of is

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- c. One thing that people like about me is

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- d. One thing I like about myself is

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- e. One thing I am really good at is

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- f. I am happy when

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g. I can earn the respect of people if

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h. I feel most loved when

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i. I feel important when

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j. The one thing I'd most like to accomplish is

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*Answers will vary. Again this exercise should have a positive focus. Many students will need to think hard to come up with even one answer depending on personal circumstances. Congratulate all efforts.*

*Debrief by having students share one or two responses that they are comfortable with. (The right to pass applies here.)*

7. Make a simple list of ten things in life that you really believe in and that are important to you. After you have your list, try to number the items from most important (1) to least important (10).

*If students cannot think of ten values, that is fine. Numbering is important, though. Emphasize that these are values. Ask students if they could give up the last three items in their lists. This exercise is purposely straightforward.*

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. 7-10.

8. Try to develop a simple list of realistic short-term goals for yourself.
  - a. My goals for today are
  - b. My goals for this week are
9. Have you thought about your long-term goals? Make a list of those things that you eventually hope to accomplish.
  - a. My goals for this month are
  - b. My goals for this year are
  - c. My goals for the future, which interest me now are
10. Think about and list any other personal goals that you might have.
  - a. My goals at home are
  - b. My goals at school are
  - c. My goals in my family are
  - d. My goals with my friendships are
  - e. My goals with my hobbies and interests are
  - f. My other personal goals are

*Answers for questions 8 through 10 will vary greatly. Students should try to list three goals for each category, but even completing one goal for each category is acceptable.*

*This exercise is promoting goal-directed thinking and behaviours. Debrief by having students share their responses, again remembering the right to pass.*

11. For “The Way I Am” side of the chart, put a check mark (✓) in either the “Often” or “Sometimes” column. Do the same for “The Way I Would Like to Be” side.

*Assist students by going over the instructions. Do one or two along with them. You may need to explain the meanings of some of the words, or have a dictionary available. You may wish to spend time discussing the reasons behind the students’ answers.*

## The Real and Ideal Me

The Way I Am		The Way I Would Like to Be		
Often	Sometimes		Often	Sometimes
		Assertive		
		Careful		
		Caring		
		Cheerful		
		Confident		
		Cooperative		
		Courageous		
		Dependable		
		Fair		
		Friendly		
		Helpful		
		Honest		
		Independent		
		Organized		
		Outgoing		
		Polite		
		Serious		
		Sincere		
		Understanding		
		Good Athlete		
		Good Listener		
		Good Sport		
		Good Student		
		Kind		
		Leader		
		Loyal Friend		

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. Grade: 7 Lesson #8.



12. Now choose one quality from the previous exercise, and prepare the following contract to make a positive change.

### A Contract for Change

I, \_\_\_\_\_, do hereby contract to strengthen my character and raise my self-esteem in the following area:

\_\_\_\_\_

I will do this by following these steps:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I expect to see some progress in this area by this date:

\_\_\_\_\_

I will reward myself in this way when I feel I have achieved my goal:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Witness \_\_\_\_\_

(learning facilitator's or interested adult's signature)

Signed \_\_\_\_\_

Date \_\_\_\_\_

1

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. Grade: 7 Lesson #8.

*Debrief this activity individually if you are working with a small group. (A group process also works well.) Many learning facilitators have found it valuable to do a contract themselves and to share the results with the students.*

13. Pick times and events from your life that are important to you. Choose as many or as few as you like. Start by printing your name along the left side of the arrow. Enter your birthdate at the bottom of the arrow and your age now at the top.

An example is provided for you, but if you wish, you may have your learning facilitator help you get started.

Age Now: 13

JULIAN

**Important Events**

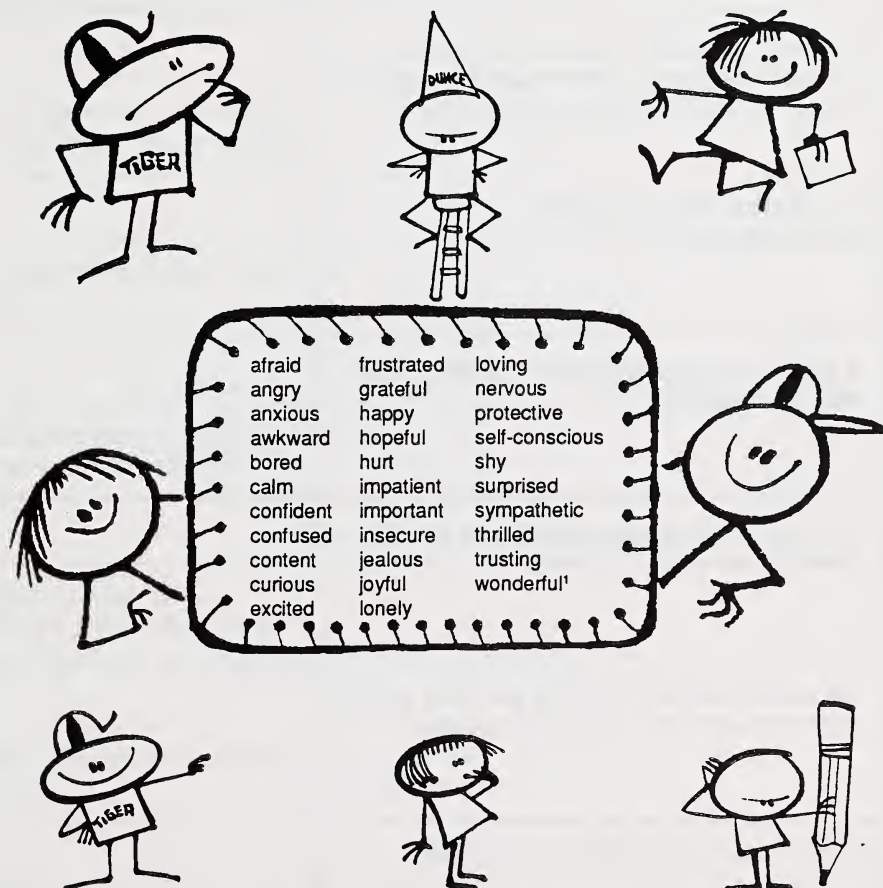
- started junior high school
- learned how to ski
- saw the mountains for the first time
- learned how to skate
- broke my arm
- started kindergarten at Hawkwood School
- moved to Hawkwood
- My dog, Chopper, died.

Birthdate: April 16, 1981

*Go over the instructions and the example. Students may be comfortable sharing lifelines with each other as a debriefing exercise. As the learning facilitator, you may wish to complete a personal lifeline as an example.*

14. Read each situation, and in the space provided place the word or words that would best describe how you might feel. Your answers will be a reflection of your values and self-concept.

A list of possible feelings is given for your use in the chart, but feel free to use others if you wish.



<sup>1</sup> Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. 7-5.

### Feelings Situation Activity Sheet

Situation	You Might Feel
A person you admire asks you to try out for the volleyball (track, etc.) team.	
You hear that your friends are going to the school dance, and you aren't sure if you want to go. You have not gone to one before.	
You find out that your friend's pet cat (dog) died.	
A teacher that you like smiles and stops to talk with you in the hall.	
The physical education teacher tells the class they all have to take a shower.	
The person who sits in front of you turns around and talks to you, and you get into trouble.	
A big kid picks on someone much smaller.	



Situation	You Might Feel
Your friend tells you that a person of the opposite sex whom you like, likes you, too.	
You have just had your hair cut or changed, and on the first day back at school, someone says something nasty to you about it.	
You overhear some friends in your class telling another person that they think your new clothes look good on you.	
The teacher reads out test marks in class, and you have not done well.	
You are walking home alone from your friend's house late at night, and you hear footsteps behind you.	
You volunteer an answer in class, and someone laughs or makes a crack about what you said.	
You try to do something even though you are afraid to do it.	
Your best friend is spending a lot of time with someone else, and you are not included.	

Situation	You Might Feel
You do a good job, and somebody compliments you for it.	
You are sitting by yourself in the school lunchroom, while others nearby are having a good time together.	
You are going through a bad time, and your friends let you know they understand how it feels.	
You are sitting in your first human sexuality class.	
Your parent or guardian gives you something you have really wanted but did not ask for.	

1

*Read the instructions with the students. You may wish to do one or two questions along with them.*

*Debrief by having students share one or two of their favourite responses. Answers will vary greatly. Emphasize that responses should reflect how they would feel, not what they would do.*

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. S.C. 7-5.

15. Complete the following self-concept statements as honestly as you can. Again, this exercise is confidential, and you can pass on any item(s) you wish.

<b>Me: A to Z (Part 2)</b> <b>Self-Concept Inventory</b>	
I feel happy when	<hr/> <hr/> <hr/>
I feel sad when	<hr/> <hr/> <hr/>
I feel angry when	<hr/> <hr/> <hr/>
I feel afraid when	<hr/> <hr/> <hr/>
Times when I like to be alone are	<hr/> <hr/> <hr/>

<p>My family thinks of me as</p> <hr/> <hr/> <hr/>	
<p>My friends think of me as</p> <hr/> <hr/> <hr/>	
<p>I'm best at</p> <hr/> <hr/> <hr/>	
<p>Important events in my life are</p> <hr/> <hr/> <hr/>	
<p>My most important values are</p> <hr/> <hr/> <hr/>	



<p>Goals that I have are</p> <hr/> <hr/> <hr/>	
<p>When people first meet me they see me as</p> <hr/> <hr/> <hr/>	
<p>Most of the time I feel</p> <hr/> <hr/> <hr/>	
<p>I like to be with my family and friends when</p> <hr/> <hr/> <hr/>	
<p>The things I enjoy doing most are</p> <hr/> <hr/> <hr/>	

Things that are special and unique about me are

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I like people who

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I dislike people who

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Things I learned this year about myself are

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Things I learned this year about others are

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<p>Things I learned this year about my environment and the world around me are</p> <hr/> <hr/> <hr/>	
<p>Things I would like to know more about are</p> <hr/> <hr/> <hr/>	
<p>Things I often think about when I am by myself are</p> <hr/> <hr/> <hr/>	
<p>The role models whom I really admire are</p> <hr/> <hr/> <hr/>	
<p>Some of my best qualities are</p> <hr/> <hr/> <hr/>	

If I had three wishes they would be

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1

*This exercise is the heart of the section. Ask students for honest, thoughtful responses.*

*Debrief as a group or individually, keeping the students' comfort level and privacy in mind.*

### Section 1: Activity 3

1. What might be five things people with a healthy sense of self-esteem would think or say about themselves?

*Answers will vary greatly. The essential message is that students think of themselves as being okay in a nonarrogant way. Following are some example statements:*

- I'm okay.
- I can do that.
- I understand.
- I look all right.
- I'm as good as the next person.

*Remember that self-esteem involves a sense of worth. Statements should reflect worth, value, capabilities, talents, efforts, cooperation, relationships, and achievements.*

2. What might be five things conceited people would think or say about themselves?

*Answers will vary, but should be expressions of arrogance and reflect a sense of superiority or exaggeration. Following are some examples:*

- I'm the greatest.
- What a loser you are!
- I don't talk to nerds.
- Mirror, mirror on the wall...
- Don't you wish you could be me?

<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Teacher Resource Manual*, 1987, p. 11.



3. Think about each of the following situations. Then indicate how you might respond to each situation as a conceited person and as a person with positive self-esteem. Your responses might include things you would say or do.

Situation	If I Were Conceited	If I Had Positive Self-Esteem
Your team just won the championship.	<i>"We are the greatest." "We really crushed them." "We made them look like fools."</i>	<i>"We did it together!"</i>
You just got a really great mark on a test paper.	<i>"Boy, am I smart!" "Look, all you dummies!"</i>	<i>"Wow! Am I ever pleased." "That's the best I've ever done." "What a surprise!"</i>
Someone compliments you on the way you are dressed.	<i>"What do you expect from a beauty like me?" "I always look this way."</i>	<i>"Thanks, I like your clothes too!"</i>
A friend asks you what you would like to be someday.	<i>"I want to be a rich brain surgeon." "I want to be the best soccer player in the whole world."</i>	<i>"I'm not sure, but being a _____ sounds interesting."</i>
Someone asks you if you are going to so-and-so's party.	<i>"Of course, what kind of a party would it be without me?"</i>	<i>"Yes, I got invited." "It sounds like fun."</i>
A classmate asks you if you are going to try out for the school team or cheerleading squad.	<i>"The coach told me I'm on already, but I'll have to go to tryouts just to show the rookies how it's done."</i>	<i>"Yes, I'd like to." "I'm hoping to make it." "I suppose I could get cut, but I'll give it a try."</i>

*Debrief by sharing responses. Ask for funny conceited responses. Reinforce the good responses.*

4. a. Write a definition of the term *conceit* in your own words.

*Answers will vary but should come close to the following idea: Conceit is the exaggeration of one's own importance and abilities, or thinking that one is superior but probably isn't.*

- b. Give three of your own examples of conceit.

*Answers will vary, but some possible examples are*

- *bragging*
- *exaggerating achievements*
- *putting down someone else*
- *bullying, bossing*

## Section 1: Follow-Up Activities

### Extra Help

1. Using the twenty-six categories from “Me: A to Z (Part 1) – Self-Awareness Inventory” as a guide, find an adult to interview. It could be anyone – a teacher, parent, coach, relative, or neighbour. After you have received the adult's responses to all twenty-six questions and have recorded the answers, study the answers for no more than ten minutes. Then recite to the person all the facts that you can remember. See how accurate you are. If the person does not wish to answer some of the questions, that's okay. Tell the person about the right to pass on any item. You should use your own paper for this interview.

*The students are the interviewers. Refer them to the “Me: A to Z, (Part 1) – Self-Awareness Inventory.” The students will learn a great deal about self by hearing the responses of others. Debrief by asking the students how they felt about interviewing and introducing.*

2. Your *self-concept* is the way you think and feel about yourself and the things, people, and happenings in your life. This exercise focuses on just a few of the key parts of your self-concept.
  - a. Three things that are really important to me are
  - b. I remember once being praised for
  - c. I remember being encouraged to try
  - d. Most of the time I tell myself
  - e. I remember not being very good at

- f. A person who made me feel good about myself was
- g. I remember being criticized, put down, or made fun of by \_\_\_\_\_ because
- h. If I could be anyone or do anything, it would be
- i. One thing I would like to do or try in the future is
- j. Three things that I can do well are
- k. One thing I would like to change about myself if I could is
- l. One big and important thing that happened to me was
- m. I am happy when

*You may wish to assist students by explaining the statements in the graphics (for example, "These are some of your values" could lead to a discussion of what values are).*

### Enrichment

1. Write a letter to a grandparent, a trusted friend, or an adult.

In your letter include

- something you did recently that you feel good or proud about, and explain why
- an incident with a friend that was funny or really enjoyable
- a change that you have noticed in yourself
- something that makes you nervous, and explain why
- someone you admire, and explain why
- something you are really looking forward to, and explain why
- one problem in your life, and then guess at what this person's advice would be to you
- one saying or motto that means something to you
- anything else you would like to tell this person about yourself

End on a positive note. Your private letter will be a reflection of your self-concept – the developing picture of who you are. The letter will be best if it is real and honest, but also feel free to use your imagination and make things up if any of the items do not apply to you. You should use your own paper for this letter. A page or two should be enough. Keep your letter private, or, if you feel comfortable with the idea, show it to your learning facilitator.

*Respect privacy here. Most students will want to share their letters with you if rapport is positive.*

2. Using pages 14 and 15 in your textbook for reference, explain the differences between stereotype, prejudice, and discrimination. Give examples of each. How do you feel such external forces could influence a person's self-concept? Explain.

*Student answers will vary. Approximate differences and examples are as follows:*

- A stereotype is an idea about a group or person, or a generalization based on little or no fact. It's a lie, it's false, or it's an exaggeration.

*Example: Green people are inferior.*

- Prejudice means to prejudge a person or a group as good or bad based on a false stereotype or generalization.

*Example: John is green; therefore, he is not a worthy person.*

- Discrimination means to act upon your stereotypes and prejudices – usually unfairly.

*Example: Pick on John.*

*External forces, such as these, could have a very negative influence on people. If their self-concepts are weak, these people might tend to believe the stereotypes and prejudices and accept the acts of discrimination. These people might tend to feel inferior or to have low self-esteem, and they might act accordingly.*



## Section 1 Assignment

1. The maple leaf is a symbol of Canada. The buffalo is a symbol of the province of Manitoba. Most Albertans can recognize the team symbols of the Calgary Flames and the Edmonton Oilers.
  - a. You are to create a nameplate for yourself. It must include eight symbols (images or pictures of things) that reflect you and your self-concept. These symbols could be things you like, things you do, people in your life, places and foods you enjoy, talents you have, special times, something unique about yourself, animals or objects that represent something about yourself, and so on.

You can draw the images or use pictures cut from magazines. Your name should be done artistically, and, if possible, colour should be added to the nameplate. (The nameplate should be suitable to place above your bed, in a locker, or on your bedroom door.) Be creative! Make the nameplate truly represent you.

An example has been given, and two blank nameplates have been provided – one for a rough draft and one for the finished copy.

*This assignment will be subjectively evaluated by the marker, but effort, neatness, thoroughness, originality, creativity, quality of drawing, colouring, and lettering should be considered.*

- b. Explain what each of your nameplate's symbols represents and why you chose these symbols.

If you are sending your nameplate to the Alberta Distance Learning Centre for evaluation, send your answers for this question at the same time as you mail the nameplate itself.

*Answers will vary greatly and be quite personal. Recognize effort, neatness, completeness, and thoughtfulness. This is a subjective evaluation.*

2. Using what you have learned about yourself in Section 1, you are to write a two-page feature article that tells your story. In particular, you may use as a guide your previous activities, "Me: A to Z (Part 1) – Self-Awareness" and "Me: A to Z (Part 2) – Self-Concept," plus any of the other self-awareness exercises from this section.

Use the blank format given on the response pages. If you are writing, do not double space. If you are typing, please make sure to double space. Humorous additions are fine!

There is also room for a small photograph or sketch of yourself. In writing your article, use an opening paragraph, a body, and a closing paragraph. Only your final copy will be marked, but make sure to prepare a rough draft to ensure the best possible answer before using the format sheet provided.

This assignment must be mailed in if photographs are used. Do not attempt to fax.

*Instructions are self-explanatory. This article is worth 30 marks. A rough breakdown could be as follows:*

<b>Photo or Sketch</b>	<b>5</b>
<b>Introduction</b>	<b>2</b>
<b>Closing</b>	<b>2</b>
<b>Body</b>	<b><u>21</u></b>
<b>TOTAL</b>	<b>30 marks</b>

*There must be a final edited copy from the student. Content and process are important for the student, **not** format, spelling, or grammar. This should be a self-discovery exercise utilizing the knowledge gained during the section exercises.*

## Section 2: You Are Always Changing

### Key Concepts

- individual growth from elementary to junior high school age
- individual similarities and differences
- body image

This section emphasizes that change is a constant throughout one's life and especially during adolescence. These changes are physical, social, emotional, intellectual, and moral. Individuals are similar to others in some ways but are also unique in their own special ways. Positive body image and the ways in which the students maximize their abilities is closely related to their self-concept.

As in Section 1, the exercises are personal and introspective. There are few absolutes. Confidentiality must be respected. Students can pass on uncomfortable items. You will be facilitating further self-exploration. Several of the concepts are fairly abstract, so the exercises are intended to be as concrete as possible for the Grade 7 students.

Instructional objectives for the students are as follows:

- to recognize that people change physically, mentally, and socially
- to understand individual similarities and differences and to realize that each person is unique and valuable
- to gain an increased awareness of the directions in which people move as a result of growth and change
- to gain an increased awareness of individual physical characteristics
- to appreciate the importance of positive body image
- to gain an increased awareness of the effect attitude toward physical appearance has on self-concept<sup>1</sup>

Students should spend about two hours in total doing this section.

## Section 2: Activity 1

1. This exercise asks you to think about yourself at two key points in your life – Grade 1 and now. How have you changed? In the spaces provided write a brief description of yourself then and now in response to each question. If you cannot remember how you were in Grade 1, ask someone in your life who might.

As in Section 1, you may be asked to share parts of this exercise, but you are free to pass on any item that is uncomfortable for you, and you need not share personal information if you do not want to.

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<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Curriculum Guide*, 1986, p. 53.

Changes in You	Then (Grade 1)	Now (Grade 7)
How tall were/are you?	• <i>I was short.</i>	• <i>Now I am... (specific height).</i>
Briefly describe your appearance.	<i>This answer could include looks, clothes, hairstyle, shoes, glasses, etc.</i>	
Who were/are your best friends?	<i>Students should name them.</i>	
Where did/do you live?	<i>These are specific to each student.</i>	
What were/are your favourite TV shows?	<i>Again, these are specific to each student.</i>	



Changes in You	Then (Grade 1)	Now (Grade 7)
What was/is your favourite song or singer?	<i>This is specific to each student.</i>	
What was/is your most prized possession?	<ul style="list-style-type: none"> <li>• <i>I loved my bike.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Now I like my Nintendo™ best.</i></li> </ul>
How did/do you feel about school?	<ul style="list-style-type: none"> <li>• <i>It's scary.</i></li> <li>• <i>It's fun.</i></li> <li>• <i>It's confusing.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>It's harder.</i></li> <li>• <i>It's boring.</i></li> <li>• <i>It's fun.</i></li> </ul>
How did/do you feel about the opposite sex?	<ul style="list-style-type: none"> <li>• <i>I used to tease them.</i></li> <li>• <i>I was shy and did not have much to do with them.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I have a couple of good friends of the opposite sex.</i></li> <li>• <i>I am still shy.</i></li> <li>• <i>I am nervous.</i></li> </ul>
How did/do you feel about going out with your parents or guardians?	<ul style="list-style-type: none"> <li>• <i>I was proud.</i></li> <li>• <i>We went everywhere together.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>It's sometimes fun.</i></li> <li>• <i>I am sometimes embarrassed, depending on the situation.</i></li> <li>• <i>I go more places alone.</i></li> </ul>

Changes in You	Then (Grade 1)	Now (Grade 7)
How did/do you feel about telling the truth?	<ul style="list-style-type: none"> <li>• <i>I would never ever tell a lie.</i></li> <li>• <i>I made up stories.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Telling the truth is very important.</i></li> <li>• <i>I don't believe in lying.</i></li> </ul>
How did/do you feel about religion?	<ul style="list-style-type: none"> <li>• <i>I went to church faithfully.</i></li> <li>• <i>I didn't understand.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I'm starting to wonder about some things.</i></li> <li>• <i>It guides my life.</i></li> </ul>
What made/makes you laugh?	<ul style="list-style-type: none"> <li>• <i>I loved cartoons.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I enjoy playing tricks on friends.</i></li> <li>• <i>I like telling and hearing jokes.</i></li> </ul>
Describe your worries.	<ul style="list-style-type: none"> <li>• <i>I was worried about having friends to play with.</i></li> </ul>	<p><i>Now I worry about</i></p> <ul style="list-style-type: none"> <li>• <i>being accepted by others</i></li> <li>• <i>my image</i></li> <li>• <i>failing at school</i></li> </ul>
What did/do you want to be when you grew/grow up?	<ul style="list-style-type: none"> <li>• <i>I wanted to be a fire fighter.</i></li> <li>• <i>I wanted to be a doctor.</i></li> <li>• <i>I wanted to be just like my mom/ dad.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I'm not sure, but I'm going to college.</i></li> <li>• <i>I'm going to learn a trade.</i></li> </ul>

Changes in You	Then (Grade 1)	Now (Grade 7)
What did/do you do for fun?	<ul style="list-style-type: none"> <li>• <i>I played with my toys and friends.</i></li> <li>• <i>I watched TV or movies.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Now I go out with my friends.</i></li> <li>• <i>I play sports.</i></li> </ul>
What were/are some things you knew/know how to do?	<ul style="list-style-type: none"> <li>• <i>I could tie my shoelaces.</i></li> <li>• <i>I could feed myself.</i></li> <li>• <i>I knew how to take the bus to go somewhere.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I play volleyball.</i></li> <li>• <i>I can swim really well.</i></li> <li>• <i>I ski.</i></li> </ul>

*Answers will vary greatly. The responses given are some possibilities.*

### Teaching Suggestions

You may want to use this idea for an essay topic:

Identifying the physical, intellectual, social, and moral changes you have experienced in your life thus far is one part of understanding how your self-concept is developed. In an essay

- identify these changes
- determine if each change was positive or negative
- explain how each change has affected your self-concept

2. Are there some people you have known since Grade 1 – classmates, friends, parents, adults, and so on? How have they changed? Describe two examples.

*Answers will vary. Students will likely name friends or siblings, describe fairly concrete changes, and possibly be quite critical of some of the changes.*

*Changes might include height, interests, appearance (change in hairstyle, for example), friends they now hang around with, and so on.*

<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Teacher Resource Manual*, 1987, p. 39.

## Section 2: Activity 2

While you are similar to others in some ways, you possess unique characteristics, even when compared to others in your family.

Fill in the following chart to explore this notion of your uniqueness.

*Student answers will vary, but the typical chart might be similar to the following.*

Category	One Way You Are Similar to Others	One Way You Are Different from Others
Appearance	<i>My friends and I wear jeans most of the time.</i>	<i>I have red hair.</i>
Height	<i>All the members of my family are tall.</i>	<i>I'm taller than most of my friends.</i>
Weight	<i>I'm a little overweight, like others.</i>	<i>I'm quite a bit heavier than some.</i>
Strength or Speed	<i>I have normal strength for my age.</i>	<i>I'm really fast as a skater.</i>



Category	One Way You Are Similar to Others	One Way You Are Different from Others
Physical Abilities	<i>I can do most things, especially in physical education.</i>	<i>I'm a good long-distance runner.</i>
Things You Know	<i>I know most of the concepts in my school work.</i>	<i>I know how to ... (should be specific)</i>
How You Feel	<i>Most of the time I feel, happy, although I feel down sometimes.</i>	<i>I get really angry when ...</i>
Things You Believe	<i>Friends are important.</i>	<i>Manners are important.</i>

Category	One Way You Are Similar to Others	One Way You Are Different from Others
Your Family	<i>I have only one parent.</i>	<i>We have twins.</i>
How You Treat Others	<i>I treat others well, most of the time.</i>	<i>When someone does something nice for me, I really like to show my appreciation.</i>
Your Friends	<i>I have about the same number as most people.</i>	_____ is (are) my best friend(s).
Ability as a Student	<i>I get passing grades in most subjects.</i>	<i>I'm really good at math.</i>

Category	One Way You Are Similar to Others	One Way You Are Different from Others
Your Behaviour at School or at Home	<i>I don't get into much trouble.</i>	<i>I'm really quiet in science.</i>
Music You Like	<i>Many teenagers like rock music.</i>	<i>INXS is my favourite group.</i>
Things You Like to Do	<i>I like to watch TV and movies, play sports, etc.</i>	<i>My favourite sport is skiing. I have won several downhill racing competitions.</i>
Your Plans for the Future	<i>Most of my friends and I would like to be rich.</i>	<i>I want to be a marine biologist.</i>

Category	One Way You Are Similar to Others	One Way You Are Different from Others
Responsibilities at Home	<i>I do my share.</i>	<i>I cook breakfasts.</i>
Talents You Have	<i>I can read well.</i>	<i>I know how to make fishing lures.</i>

1

### Section 2: Activity 3

1. What does the phrase *positive body image* mean?

*It means having a good picture of yourself, knowing your strengths and shortcomings, making the best of what you've got, and taking care of yourself.*

2. What do you think it means to accept yourself for the way you are?

*Answers will vary. It is a tough question for some. It means being contented with the way you look and the things you can do, and not wishing to be like somebody else. It is accepting both your strengths and your weaknesses.*

3. What is the connection between your body image and your self-concept?

*Your self-concept is the way you think and feel about yourself. Body image is the way you think about or see yourself physically.*

4. What are three aspects of your physical self that you feel reasonably good about?

*Possibilities are hair, voice, size, etc.*

<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Teacher Resource Manual*, 1987, p. 40.



5. If there was a way for you to change something about your physical self, what might you want to change? Explain why.

*Answers will vary. Example: I would change my nose because it's too big, and I don't like its shape.*

6. It has been said that the physical images of people we see in movies, on television, in advertisements, and in magazines are **unrealistic**. Such images may include models, movie stars, and athletes. What do you think? Are these physical images unrealistic? Explain your answer.

*Answers will vary. These people seem to be perfect in appearance and actions. They're not like the rest of us. They appear to be strong, beautiful, sexy, etc. all of the time. Most of us are not like that.*

7. Some famous people act as physical role models for others.

- a. Who are some of the actors, athletes, or models that you think people copy?

- |                 |                   |
|-----------------|-------------------|
| • Wayne Gretzky | • Madonna         |
| • Tom Cruise    | • Michael Jackson |
| • Debbie Gibson | • Julia Roberts   |

*Student answers will vary.*

- b. What is it about these role models that people actually copy?

*Some answers may include*

- clothes
- hair
- mannerisms and habits
- special ways of talking
- facial expressions

- c. Why do you think people copy others?

*People copy others to be noticed, to be different, to achieve an identity, to be liked and accepted, or because everyone else is doing it.*

- d. Is there someone who is a physical role model for you? Is your role model famous? Is it someone in your own family or a friend? Write a brief description of this person. If you have a picture of your role model, tape it in the following space.

*This question will elicit very individual answers. Types of people described might include parents, older siblings, famous people, friends, and so on. Students may even answer that they do not have a role model.*

8. a. Ideally, how would you like the rest of the world to see you?

*This is a personal question. Possibly students would like to be seen as being healthy, strong, athletic, caring, or good people.*

- b. What is the physical image you would like to project?

*This answer will be personal, but the student might answer something similar to this: I would like to project the image of being well-groomed, having nice shiny hair, and dressing neatly.*

9. What are some of the things you can do to show that you respect your body?

*Some things students could mention are*

- *wash/bathe/shower*
- *brush teeth*
- *exercise*
- *get enough sleep*
- *take care of myself*
- *visit the doctor*
- *eat well*

10. Imagine that you are physically challenged or disabled – blind, paralysed, or have had a limb amputated. (If you are a student with a physical challenge, this will be a good opportunity to define your personal attitudes and feelings.)

*These answers will, of course, be very personal. Some students would find being physically challenged or disabled more difficult than others, and their answers will reflect this. If you are the learning facilitator of a physically disabled student, encourage the student to share feelings and attitudes.*

- a. How do you think this would affect your body image?

*Answers will vary. Some students would consider their bodies to be abnormal, different, inadequate, incapable, or handicapped. Other students would still maintain a positive body image.*

- b. How would you feel?

*Again, answers will vary. Possibly students would feel sensitive, cheated, inconvenienced, regretful, reproachful, depressed, incomplete, or that life was unfair. Other students would be optimistic and confident.*

- c. How would you adjust to your situation?

*I would possibly accept it, adjust to it, compensate in other ways, develop what I do have, or do the best I could under the circumstances.*

## Section 2: Follow-Up Activities

### Extra Help

1. A good way to understand changes in yourself is to take a look at how change has affected others. Interview an adult (someone eighteen or older) to find out what that person was like at your age and what that person is like now. Fill in the following interview sheet.

Changes	Then	Now
Describe your height or appearance.		
Describe your clothes.		
Describe your friends.		
Describe your home.		

Changes	Then	Now
Describe your favourite TV shows.		
Describe your favourite songs or singers.		
Describe your most prized possessions.		
Describe your feelings toward school.		
Describe your feelings toward the opposite sex.		
Describe your feelings toward your parents or guardians.		
Describe your feelings about being honest.		



Changes	Then	Now
Describe your feelings about religion.		
Describe your sense of humour.		
Describe your worries.		
Describe your goals in life.		
Describe what you did/do for fun.		
Describe some things that you knew/know how to do.		

1

*The adult will reflect and remember being the student's age, then answer in the present tense. Answers will vary greatly. Interviewing an older person is a different approach than the original exercise. The adult may act as a role model. The students will learn about themselves through the process. Actually doing the interview is the most important part of the exercise.*

<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Teacher Resource Manual*, 1987, p. 39.

2. What did the interview teach you?

*It would perhaps teach that people really do change. The things that are so important to the students now might not be so important when the students are older.*

3. Name a person who is very different from you. Explain why you feel you are different.

*A specific person should be indicated. Possibly this person is more outgoing, athletic, popular, funny, and so on. Answers will vary.*

4. Name a person who is a lot like you. Explain why you feel you are similar.

*A specific person should be named. Perhaps the student and this person like the same things and people, have about the same abilities, or have similar senses of humour. Answers will vary.*

5. Under each of the following categories, list some things you can do to care for yourself physically.

*Answers will vary for each part of this question. Some suggested answers follow.*

- a. Food

*Eat well. Avoid junk food. Follow Canada's Food Guide.*

- b. Exercise

*Work out regularly. Watch less TV. Walk to school and other places.*

- c. Sleep

*Get eight to ten hours of sleep nightly. Don't stay up too late. Have good sleep habits.*

- d. Grooming

*Stay clean. Take care of your hair. Brush your teeth.*

- e. Clothes

*Be sure your clothes are clean and neat. Press your clothes. Check buttons and hems to be sure they are in order.*

## f. Drugs and alcohol

*Avoid using drugs and alcohol. Ignore peer pressure. Learn as much as you can about the effects of drugs and alcohol.*

## g. Safety

*Be careful crossing streets. Do not talk to strangers. Avoid walking alone at night.*

### Enrichment

1. Imagine yourself in the future. Write a brief essay that predicts how you will have changed when you are twenty-five years old. How will you be different from now physically? emotionally? socially? intellectually? morally?

Observe the rules of spelling, punctuation, grammar, sentence structure, and paragraph construction in writing your essay. Begin with an introductory paragraph, then write supporting paragraph(s), and end with a summary or concluding paragraph. Give your essay a title.

*Encourage students to be creative and specific. There are no incorrect responses. The answers are totally subjective.*

2. Discuss the following statement:

**Being different from others does not make you less valuable.<sup>1</sup>**

*Answers will vary. Students might mention the following: We are all different. We are unique. I'm just as important as anybody else. I have a right to be here. I have special talents and can make a contribution to the world. We should try to be different and accentuate our uniqueness.*

3. Discuss the following statement:

**With some people beauty is only skin deep.**

*Answers will vary greatly. Reference should be made to being judged as a person solely by the way one looks. Your body is just one part of who you are. The other parts – values, intellect, morals, opinions, knowledge, experience, and relationships – are far more important. Perhaps a person who is beautiful may also be quite shallow, materialistic, egotistical, or foolish. It's what's inside that counts.*

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<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Teacher Resource Manual*, 1987, p. 40.

## Section 2 Assignment

1. Describe the ways in which you are unique and different from other people of your own age.

Use the chart on the following response page to answer this question.

*There are many possible answers. The following are examples only.*

<b>Ways You Are Unique and Different from Other People</b>	
<b>Your Physical Characteristics</b>	<ul style="list-style-type: none"> <li>• <i>I am thinner than most of my friends.</i></li> <li>• <i>I have red hair.</i></li> </ul>
<b>Things You Are Able to Do</b>	<ul style="list-style-type: none"> <li>• <i>I climb mountains.</i></li> <li>• <i>I am a very good downhill skier.</i></li> </ul>
<b>Things You Like or Value</b>	<ul style="list-style-type: none"> <li>• <i>I love my pets.</i></li> <li>• <i>Good friends are very important to me.</i></li> </ul>
<b>Things You Know or Understand</b>	<ul style="list-style-type: none"> <li>• <i>I know how to...</i></li> <li>• <i>I know that people are...</i></li> </ul>



<b>Ways You Are Unique and Different from Other People</b>	
<b>Things You Believe</b>	<ul style="list-style-type: none"> <li>• <i>Friends are important.</i></li> <li>• <i>There is life on other planets.</i></li> </ul>
<b>Your Responsibilities</b>	<ul style="list-style-type: none"> <li>• <i>I take out the garbage.</i></li> <li>• <i>I cook some of our family meals.</i></li> </ul>
<b>Your Goals</b>	<ul style="list-style-type: none"> <li>• <i>I would like to attend university.</i></li> <li>• <i>I want to become a...</i></li> </ul>
<b>Your Family or Friends</b>	<ul style="list-style-type: none"> <li>• <i>We have a lot of fun together.</i></li> <li>• <i>We like to...</i></li> </ul>
<b>The Way You Often Feel</b>	<ul style="list-style-type: none"> <li>• <i>I get really excited about...</i></li> <li>• <i>I really like...</i></li> </ul>

2. Imagine that you are going for a job interview, and you know that you must make a good first impression if you are going to get the job. You are competing against five other applicants for a job at a popular fast-food restaurant. How could you show the job interviewer that you have a positive body image? On the following response page list five ways.

*Answers will vary. Some possible answers follow.*

- *Be clean and neat.*
- *Have hair combed.*
- *Dress appropriately.*
- *Be well rested.*
- *Be physically fit.*
- *Know your abilities.*
- *Brush your teeth.*
- *Clean your fingernails.*
- *Have clean shoes and clothes.*
- *Do not chew gum.*

### **Section 3: Why Do You Feel the Way You Do?**

#### **Key Concepts**

- **developing feelings**
- **recognizing feelings**
- **managing feelings**
- **the right to privacy**

In this section it is hoped that students will gain a solid understanding of why they feel the way they do. This section emphasizes that it is normal and natural for people to experience a wide range of emotions – some of which are stronger or milder than others and some of which are positive or negative. Students will learn about managing their feelings and about how important it is for them to control their emotions rather than the other way around.

This section allows students to recognize the importance of privacy, which is necessary for thinking, reflecting, planning, recovering, and dealing with emotions.

Section 3 continues to develop the students' self-awareness. There are five main instructional objectives, and students are tested on all of these in the Section 3 Assignment Booklet:

- Students should recognize that their feelings are natural and unique.
- Students should develop a vocabulary for recognizing and expressing a wide range of emotions.

- Students should be aware of and recognize their feelings.
- Students should understand the importance of expressing and managing emotions in appropriate ways.
- Students should recognize their right to and need for privacy.

Some students will need help with the feelings vocabulary exercises in Activity 1. The feeling terms dealt with progress from the simple to the more complex and end with the strong emotions of fear and phobia. Students like to discuss these if there is a basis of trust in the group.

### Section 3: Activity 1

1. Complete the following “Animal Examples” chart.

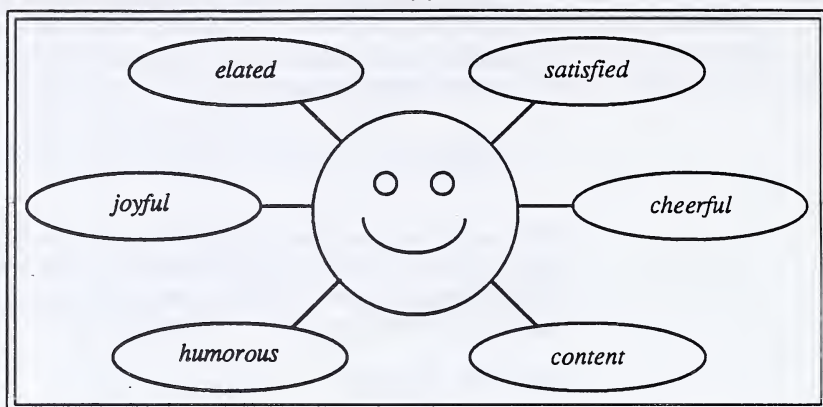
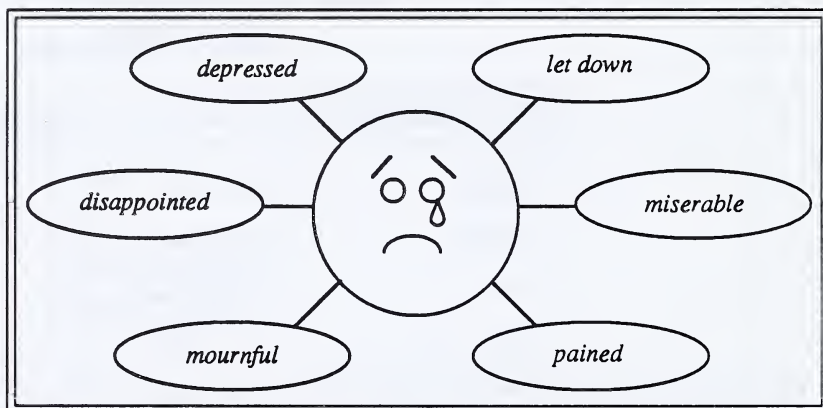
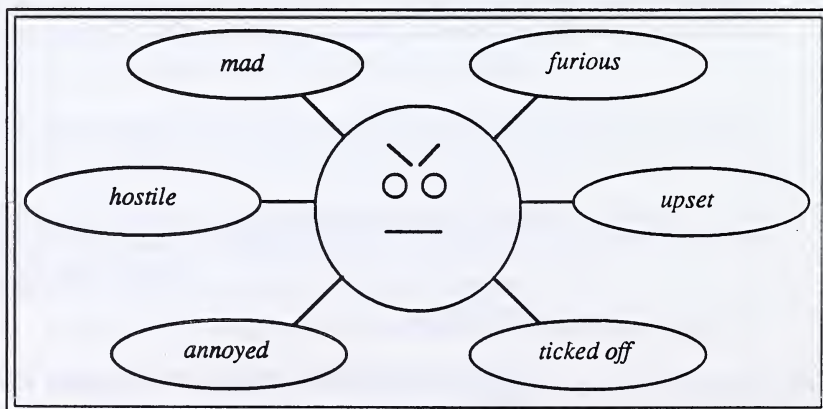
#### Animal Examples

Feeling	Animal
happy	as a lark
grouchy	as a bear
timid	as a mouse
<u>sly</u>	as a <u>fox</u>
<u>brave</u>	as a <u>lion</u>
<u>wise</u>	as a <u>owl</u>
<u>proud</u>	as a <u>peacock</u>
<u>stubborn</u>	as a <u>mule</u>

*There are many possible answers. Ensure that the quality listed is a feeling.*

2. Complete the following diagrams. Be sure to list feelings. An example has been done for you.

*Any approximation is acceptable, including slang expressions that reflect feelings.*

**Happy****Sad****Angry**



3. Create a list of positive emotions and their opposites which are negative feelings. Talk to someone if you need help with this exercise.

Positive Feelings +	Negative Feelings —
happy	sad
love	hate
<u>energetic</u>	<u>lazy</u>
<u>proud</u>	<u>ashamed</u>
<u>contented</u>	<u>dissatisfied</u>
<u>pleased</u>	<u>upset</u>
<u>excited</u>	<u>nervous</u>
<u>hyper</u>	<u>depressed</u>
<u>comfortable</u>	<u>uncomfortable</u>
<u>brave</u>	<u>afraid</u>

*There are many possible examples – just ensure that answers are opposite moods.*

### Teaching Suggestions

As an extra, you may wish to have your students do the following puzzles on negative and positive feelings.

Complete the following puzzles on positive and negative feelings by circling each letter of each word.

Example: (J) (O) (Y) (F) (U) (L)

Words run horizontally, vertically, diagonally, forward, and backward. The leftover letters solve the puzzles to give you a message.

### Positive Feelings

```

Y A G L I G H T H E A R T E D
A W A R E T N A R B I V T G E
T H A N K F U L I A N A L D E
E N T H R A L L E D N O E T L
V L U F Y O J V P U R Q A S G
E E L B A P A C T I S N U S T
R D V E L R N R O T O P A I E
L C E I B I O U R I E T C N L
A I H L T F S O S R I K I S A
S T A M I C N S I S L F U D T
T A P L E G A C F E L O U D E
I T P A I P H I D U L G L A D
N S Y C M V E T N A L I B U J
G C G O O D E D E T I R I P S
S E C U R E N Z T D E S U M A
  
```

I do things by myself. I am \_\_\_\_\_.

ACTIVE  
ALIVE  
AMUSED  
AWARE  
BLISSFUL  
BRAVE  
CALM  
CAPABLE  
COMPASSIONATE  
DELIGHTED  
ECSTATIC  
ELATED  
ENTHRALLED

EVERLASTING  
FINE  
FORTUNATE  
GAY  
GENTLE  
GLAD  
GLEE  
GLORIOUS  
GOOD  
HAPPY  
JOYFUL  
JUBILANT

LIGHTHEARTED  
LOUD  
SATISFIED  
SPIRITED  
SECURE  
STRONG  
SUPER RICH  
THANKFUL  
TICKLED  
TRANQUIL  
VIBRANT  
ZEALOUS

## Positive Feelings

Y	A	G	L	I	G	H	T	H	E	A	R	T	E	D
A	W	A	R	E	T	N	A	R	B	I	V	T	G	E
T	H	A	N	K	F	U	L	I	A	N	A	L	D	E
E	N	T	H	R	A	L	L	E	D	N	O	E	T	L
V	L	U	F	Y	O	J	V	P	U	R	Q	A	S	G
E	E	L	B	A	P	A	C	T	I	S	N	U	S	T
R	D	V	E	L	R	N	R	O	T	O	P	A	I	E
L	C	E	I	B	I	O	U	R	I	E	T	C	N	L
A	I	H	L	T	F	S	O	S	R	I	K	I	S	A
S	T	A	M	I	C	N	S	I	S	L	F	U	D	T
T	A	P	L	E	G	A	C	F	E	L	O	U	D	E
I	T	P	A	I	P	H	I	D	U	L	G	L	A	D
N	S	Y	C	M	V	E	T	N	A	L	I	B	U	J
G	C	G	O	O	D	E	D	E	T	I	R	I	P	S
S	E	C	U	R	E	N	Z	T	D	E	S	U	M	A

### Answer

I do things by myself. I am *INDEPENDENT*.

## Negative Feelings

A N G R Y L O H C N A L E M U  
 L S D D C P O W E R L E S S D  
 A U O E U S M L P E Y R E E L  
 R O O N T E I U Q B F L L W U  
 M V Y I S S Z F J O E T E N D  
 E R L L O Z A E R S T A S L E  
 D E N M L N T G S A K U A O T  
 S N B E N I E N R D R C L W N  
 O E D O M T S E L E I F U B A  
 R T Y I F T A V L T B A F A W  
 E E D U R U D E I O S B R F N  
 D S L U F W O R R O S A A F U  
 A P H D E T C E J E D D E L A  
 M U E D E L D D U F E B F E F  
 U N C O M F O R T A B L E D D

All mixed up: \_\_\_\_\_

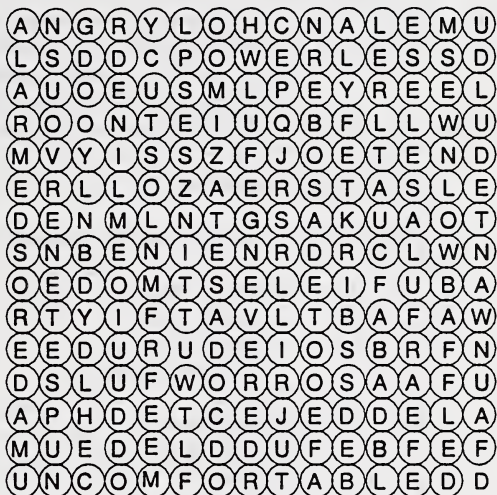
AFRAID  
 ALARMED  
 ANGRY  
 ANNOYED  
 BAD  
 BAFFLED  
 BEFUDDLED  
 BORED  
 CRITICAL  
 DEJECTED  
 FEARFUL  
 FLABBERGASTED  
 FORGETFUL  
 HOSTILE  
 HURT

ILL  
 JUMPY  
 LEERY  
 LOST  
 LOW  
 MAD  
 MELANCHOLY  
 MOODY  
 NERVOUS  
 POWERLESS  
 PUNY  
 PUZZLED  
 QUIET  
 RATTLED

REVENGEFUL  
 SAD  
 SILLY  
 SOBER  
 SOMBER  
 SORE  
 SORROWFUL  
 TIMID  
 UNCOMFORTABLE  
 UNSURE  
 UNWANTED  
 UPSET  
 USELESS  
 WEAK



## Negative Feelings



### Answer

All mixed up: *CONFUSED*

4. a. Describe something that honestly gives you a feeling of fear.

*Some suggestions are small places, heights, dark places, insects, deep water, speaking in front of people, high speeds, scary rides, the dark, snakes, exams, sharks, and so on.*

- b. Why do you think you are afraid of it?

*The students' explanations will be personal and will probably have some reference to childhood experiences.*

- c. Can you remember an experience from your past that was the start of this fear? If so, describe the experience.

*Yes or no. This description will be personal. Some students will not be able to remember.*

- d. How do you handle this fear?

*Many students will describe ways to avoid what causes the fear.*

- e. Reread pages 29 and 30 of your textbook to learn about phobias. List and define four phobias.

*There are many possibilities which may be listed including*

- *acrophobia: fear of heights*
- *claustrophobia: fear of being confined in small places*
- *agoraphobia: fear of anything outside the home*
- *monophobia: fear of one thing*

### Teaching Suggestions

Following is another exercise that you may like to try with your students.

1. a. I feel happy when
  - *people like me*
  - *I do well*
  - *I've had a good day*
- b. I feel sad when
  - *people yell at me*
  - *I fail*
  - *something dies*
- c. I feel angry when
  - *people lie*
  - *I get put down*
  - *people tease me*
- d. I feel stupid when
  - *I fail*
  - *people put me down*
  - *people call me names*
- e. I feel afraid when
  - *it's dark*
  - *I'm alone*
  - *someone drives too fast*
- f. I feel lonely when
  - *no one seems to care*
  - *someone leaves me*
  - *someone dies*
- g. I feel proud when
  - *I do well*
  - *someone notices something I've done*
  - *I do my best*

*Answers are personal and will vary with each student.*

This next exercise can be used as is, or the students can be placed in groups with each group having one student designated as the group leader. The faces can be placed on cards which are shown to the group by the leader. Once the emotions have been attached to the faces, a discussion can be held to determine when the students feel the emotions. The sad face may be sensitive for some, and they should be allowed to pass.

Name three emotions that you think each of these faces could be expressing.

*The following are only a few of the many possible answers.*

2. a.
  - *thrilled*
  - *really happy*
  - *excited*



- b.
  - *sad*
  - *depressed*
  - *lonely*



- c.
  - *contented*
  - *peaceful*
  - *shy*



- d.
  - *rotten*
  - *aggressive*
  - *mischievous*



- e.
  - *scared*
  - *horrified*
  - *terrified*



- f.
  - *silly*
  - *goofy*
  - *stupid*



### Section 3: Activity 2

#### Teaching Suggestions

Activity 2 focuses on recognizing feelings through physical reactions, outward clues, and facial expressions. The students' face drawings can be quite simple, and still be effective. If you have the opportunity, the charades activity on page 34 of the textbook (blue box, second from the bottom) would be a very effective culminating option for this activity.

The intensity of the feelings activity may be difficult for some students to grasp as the concepts are fairly abstract. Students who have not yet had direct personal experience with a wide range of emotions may be at a disadvantage. A couple of simple examples, like **happy** and **sad**, demonstrated by the facilitator or other students would be helpful.

Please respect the confidentiality of the culminating exercise. It is, however, a very effective way for students to get to know each other and yourself through an expression of positive emotions.

1. Think of some examples of common physical reactions to feelings that are not mentioned on page 30 of your textbook, and relate them to their corresponding feeling(s). See the example already done for you.

Physical Reactions	Feelings They May Be Indicating
blushing face	embarrassment
trembling hands	worry, fear, excitement, nervousness, weakness
blanching or turning lighter	fear, readiness to fight
blurred vision	worry, stress, fatigue, being overwhelmed
fainting	fear, surprise, shock

*There are many possible responses. Students may need help getting started with this exercise.*



2. In the following chart list some of the outward signs or clues that might indicate the feelings that a person is having.

Feelings	Clues
<b>Happiness</b>	<ul style="list-style-type: none"> <li>• smiling</li> <li>• laughing</li> <li>• cheerful</li> </ul>
<b>Fear</b>	<i>hiding, eyes wide, covering mouth, running, screaming, etc.</i>
<b>Pride</b>	<i>chest out, chin up, smile or smirk, standing tall, tears of joy, strutting, etc.</i>
<b>Anger</b>	<i>fists clenched, gritting teeth, yelling, punching, fighting, growling, etc.</i>
<b>Admiration</b>	<i>smiling, fluttering eyelids, hugging, kissing, glancing down, giving gifts, etc.</i>
<b>Ashamed</b>	<i>head down, eyes down, slouching, hands in pockets, quiet, alone, etc.</i>
<b>Love</b>	<i>hugging, kissing, flirting, laughing, skipping, holding hands, etc.</i>

3. Draw a simple facial expressions in each of the following circles to illustrate the feeling listed below each circle. If you are not sure of the meaning of a feeling, ask someone, or look it up in the dictionary. The first two have been done for you.



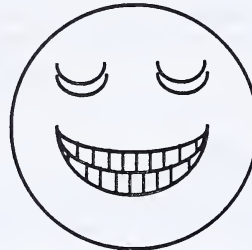
Happy



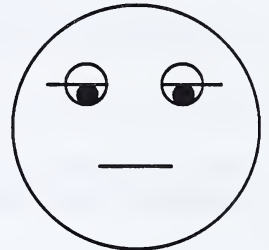
Smug



Sad



Joyful



Bored



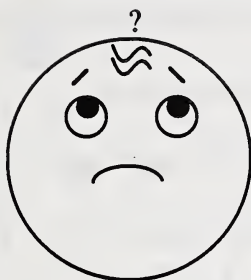
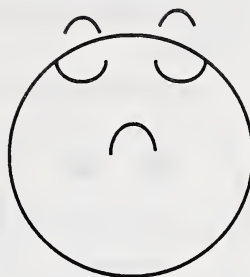
Bashful



Angry



Horried

**Puzzled****Arrogant****Idiotic****Relieved****Confident****Miserable**

*Student examples will be approximate efforts. You can help them by demonstrating actual facial expressions or providing a mirror.*

4. Fill in the following chart to illustrate your understanding of the intensities of feelings.



Mild	Medium	Strong
contented	pleased	delighted
sad	<u>miserable</u>	<u>depressed</u>
<u>upset</u>	angry	<u>furios</u>
<u>nervous</u>	<u>scared</u>	terrified
Now create two examples of your own.		
<u>indifferent</u>	<u>dislike</u>	<u>hate</u>
<u>like</u>	<u>infatuated</u>	<u>love</u>

*There are many possible answers. Look for differences in the intensity or strength of the moods.*

5. This exercise involves recognizing your personal happy feelings. You are asked to daydream and reflect on your personal happy feelings in particular situations.

This is a private exercise. Your right to privacy is to be respected by your learning facilitator. You do not need to share your answers unless you want to, but it would be a wonderful way for another person to really get to know you. If you are doing this module with others, you might want to pick one person whom you think you can trust, and share your answers with that person. An exercise like this, on feelings, is another way to explore your self-concept.



<p>a. The happiest hour in my whole week is</p> <hr/>	
<p>b. I'm happy when I know I'm going to eat</p> <hr/>	
<p>c. Around my friends I'm most comfortable when</p> <hr/>	
<p>d. Each morning, the first thing I enjoy doing is</p> <hr/>	
<p>e. The happiest day of the week is</p> <hr/>	
<p>f. The best people in my life are</p> <hr/>	
<p>g. A colour that makes me feel good is</p> <hr/>	
<p>h. The main thing that makes me feel good about myself is</p> <hr/>	
<p>i. A happy event which I'm looking forward to with excitement is</p> <hr/>	

j. I have fun at home when I

---

k. The proudest moment of my life was

---

l. I like to help other people when

---

m. For me the best thing about school is

---

n. To really relax I like to

---

o. I really enjoyed the movie





---

p. A memory from my early childhood that still makes me feel good is

---

q. The best thing about last year was

---

	<p>r. When I'm alone I like to</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	
	<p>s. My favourite place in the whole world is</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	
	<p>t. Someday, it would be nice to</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	
		

*This is a personal exercise. Answers are intended to be introspective. The facilitator must respect the individual's right to privacy or to pass here. The students can choose to do the exercise on separate paper. Discuss answers only if the students wish. The students may feel embarrassed and uncomfortable with sharing this information.*

### Section 3: Activity 3

#### Teaching Suggestions

Activity 3 focuses on managing emotions. Questions 5, 6, and 7 are quite personal and introduce the notions of stress and depression. The activity ends with an exercise in identifying appropriate and inappropriate management of emotions. Sharing all of these exercises in a small group would be a real learning experience for a developing adolescent.

1. List three ways of expressing your feelings.

*The three ways could be to*

- *speak or verbalize the feeling – shout, yell, scream, talk it over*
- *take action – positive or negative*
- *internalize the feeling*

2. Define the term internalizing in your own words.

*Internalizing means pushing a feeling back inside yourself – not expressing the feeling.*

3. What are some possible dangers of internalizing a feeling?

*These internalized feelings could manifest themselves in other ways, such as physical reactions, headaches, or stomachaches. These internalized feelings could fester and result in other undesirable feelings or behaviours. For example, shyness could cause you to avoid people. If you feel unaccepted by others, you might start to pick on them. More problems can be created by internalizing a feeling than by the feeling itself. Students will essentially paraphrase the paragraph from page 31 of the textbook.*

4. From where and from whom can you learn about managing your feelings? List four sources.

*Sources may include*

- family
- friends
- TV
- reactions to our expressions as children
- leaders
- other adults
- relatives
- teachers
- movies

5. List five ways in which you handle your feelings.

*Answers will vary. Following are some suggestions.*

- *Think about how you feel.*
- *Remember that you are not alone in your feelings.*
- *Talk to someone.*
- *If you don't like the way you handle anger now, find some way to release the feelings without hurting anyone.*



- *If you feel tense, anxious, or frustrated, treat yourself to a relaxing time.*
  - *If the problem seems really large to you, look for outside help.*
  - *Talk to yourself.*
  - *Some people work off the confusion and frustration of their feelings by exercising or jogging.*
  - *One of the most important ways to handle many of your feelings is to enjoy them.*
6. List five ways that you could use to get your mood back to normal when you are feeling down or depressed.

*Examples of things students could do are as follows:*

- *Talk to people.*
- *Call a friend on the telephone.*
- *Do something that you enjoy.*
- *Read something inspiring.*
- *Go to a funny movie.*

*The answers will be personal, but should make reference to relating to others, getting out, and doing something.*

7. List five ways that you would use to get your mood back to normal when you feel stress or anxiety.

*Some examples of things students could do are as follows:*

- *Sit or lie down.*
- *Breathe slowly.*
- *Sleep, or do something relaxing.*
- *Vent energy by doing something physically exhausting.*
- *Be quiet, spend some time alone.*

8. a. Make a short list of the feelings that you think would be the most difficult to express to other people.

*These feelings may include*

- love or liking
- extreme anger
- fear, nervousness
- shyness

*This exercise is personal and answers will vary. Some students will avoid doing this exercise because it is uncomfortable and too self-revealing. Be encouraging!*

- b. Why do you think the feelings you listed would be the most difficult to express?

*People might make fun of you or tease you. They might use that information against you. It's hard to be that open and honest. Those feelings are secret and personal, and you want to keep them that way.*

- c. What qualities would have to exist in your relationship with someone else before you would feel comfortable enough to openly express your secret feelings and thoughts?<sup>1</sup>

*Qualities might include*







- trust
- knowing each other well
- mutual sharing of secrets
- liking and respecting the person
- concern – the person cares
- sensitivity – the person is sensitive to how I feel

*This is a personal question and answers will vary.*

---

<sup>1</sup> Adapted from Alberta Education, *Health and Personal Life Skills: Teacher Resource Manual*, 1987, p. 47.

9. Think of appropriate and inappropriate behaviours for each of the feelings in the following chart, and write brief answers in the spaces provided. Follow the given example.

Illustration	Appropriate Behaviour	Feeling and Situation	Inappropriate Behaviour
	Calmly tell the teacher that you are upset with your mark, and politely ask how you could have done better.	<b>upset</b> with a test mark at school	Scream, call the teacher bad names, and run out of the room.
	<i>Calm down, tell them why it is important, and ask politely for an explanation.</i>	<b>angry</b> with a parent for not letting you do something	<i>Have a tantrum, whine, beg, manipulate, slam doors and run away.</i>
	<i>Congratulate her for her accomplishment, and tell her you are proud of her.</i>	<b>jealous</b> of a friend who received an award that you wanted	<i>Ignore her. Destroy what she won. Turn others against her. Get revenge.</i>
	<i>Prepare for the exam by studying. Study with a friend.</i>	<b>afraid</b> to write an exam	<i>Pretend to be sick. Stay home. Don't study.</i>
	<i>Keep it to yourself, downplay it, thank others for their help, or say thanks when people compliment you.</i>	<b>happy</b> with an accomplishment of yours	<i>Brag. Make others jealous. Be conceited and arrogant. Talk about yourself a lot.</i>
	<i>Bury the pet and say goodbye. Cry, grieve, and possibly talk to someone.</i>	<b>depressed</b> about the death of a pet	<i>Take it out on something or someone else, or act as if it didn't matter.</i>

### Section 3: Activity 4

1. a. Discuss the difference between being alone and feeling lonely.

*Alone means being by myself and having no one else around. It's reflective time. It's fun. I choose to be alone. Alone also means private, quiet, or peaceful.*

*Lonely means having a negative feeling that I don't want; I want to be with others when I'm lonely.*

- b. Why is privacy important?

*Privacy is important because*

- *it is not evaluated*
- *you can just be yourself*
- *you have time to think and daydream*
- *you have time to work out problems*
- *it allows personal thoughts to remain personal*

*Student answers will vary. Once again, the right to pass applies.*

2. a. Make a list of situations, things, or times in your life, either at home or at school, where you would want your personal privacy to be respected.

*The list could include*

- *a diary*
- *my room*
- *bathing*
- *personal conversations*
- *the phone*
- *my plans*
- *personal things I've shared with someone I trust*

*Answers will vary. Anything of a personal nature is acceptable.*

- b. Where do you go to have some privacy?

*Possibilities might include a bedroom, bathroom, beach, forest, vacation spot, mountain top, boat, car, or on a walk.*

- c. When are your favourite peaceful and quiet times?

*Students could indicate early mornings, watching sunsets, lying on a beach, or going on long walks.*

*Answers will vary.*



### Section 3: Follow-Up Activities

#### Extra Help

- There are good (positive) and bad (negative) ways to express your feelings. For each of the feelings given, list two positive ways and two negative ways it could be expressed.

Feelings	Positive Expressions	Negative Expressions
Anger	<ul style="list-style-type: none"> <li>• yell</li> <li>• go for a walk or run</li> </ul>	<ul style="list-style-type: none"> <li>• punch</li> <li>• get revenge</li> </ul>
Fear	<ul style="list-style-type: none"> <li>• face the source of fear</li> <li>• talk about it</li> </ul>	<ul style="list-style-type: none"> <li>• avoid situations that cause fear</li> <li>• be controlled by your fears</li> </ul>
Sadness	<ul style="list-style-type: none"> <li>• cry</li> <li>• grieve</li> <li>• talk to someone</li> </ul>	<ul style="list-style-type: none"> <li>• keep the sadness inside</li> <li>• get angry or even</li> </ul>
Silliness	<ul style="list-style-type: none"> <li>• laugh</li> <li>• enjoy the situation</li> </ul>	<ul style="list-style-type: none"> <li>• bother someone</li> <li>• destroy something</li> </ul>
Jealousy	<ul style="list-style-type: none"> <li>• congratulate the person who makes you jealous</li> <li>• think of your own accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• hurt the person</li> <li>• destroy something belonging to the person causing your jealousy</li> </ul>
Victory or Success	<ul style="list-style-type: none"> <li>• thank people</li> <li>• downplay it</li> </ul>	<ul style="list-style-type: none"> <li>• brag</li> <li>• be conceited</li> </ul>

Other answers are possible.

2. Your moods are of varying degrees of intensity. In the following chart, you are given sets of three similar feelings. Arrange these feelings from weak to strong intensities of a particular mood.

<b>Mood</b>	<b>Mild</b>	<b>Medium</b>	<b>Strong</b>
<b>afraid, timid, terrified</b>	<i>timid</i>	<i>afraid</i>	<i>terrified</i>
<b>irritated, furious, angry</b>	<i>irritated</i>	<i>angry</i>	<i>furious</i>
<b>sad, tearful, depressed</b>	<i>sad</i>	<i>tearful</i>	<i>depressed</i>
<b>thrilled, pleased, satisfied</b>	<i>satisfied</i>	<i>pleased</i>	<i>thrilled</i>
<b>idiotic, joking, silly</b>	<i>silly</i>	<i>joking</i>	<i>idiotic</i>
<b>comatose, exhausted, tired</b>	<i>tired</i>	<i>exhausted</i>	<i>comatose</i>
<b>affection, infatuation, love</b>	<i>affection</i>	<i>infatuation</i>	<i>love</i>
<b>annoyed, hateful, displeased</b>	<i>annoyed</i>	<i>displeased</i>	<i>hateful</i>

3. a. What do you think are some sources of stress for many teenagers? List them here.

*Some possible sources of stress for teenagers today might be*

- school
- friends
- parents
- sex
- drugs
- smoking
- dating
- parties
- career choices
- personal appearance

*Other answers are possible. The preceding answers are examples only.*

- b. List some positive ways for a teenager to deal with stress.

*Some positive ways of coping with stress are to*

- calm down
- let some things go
- do something relaxing
- treat yourself (for example, buy yourself some clothes)
- go to a movie
- take a bath
- read a book
- listen to music
- go for a walk
- talk to friends

### Enrichment

1. Describe a time in your life when you experienced some very strong feelings. What were the feelings? Why did you feel that way? What were the circumstances? How did you handle the situation? What did you learn from the experience?

(This is a personal exercise. You may choose not to share your responses with your learning facilitator.)

*Please note and respect student privacy. Allow the students to decide which questions they wish to discuss. If they do choose to share their work, look for examples of expression of feelings and coping methods. Also, discuss what was learned by the students.*

2. Name three of your favourite songs or poems (or just cite three lines of verses from songs or poems) and describe the feelings that they evoke in you. Remember, feelings are very personal experiences.

*The following answers are songs. There are many poems that could be possible answers as well.*

Song or Poem	How It Makes Me Feel
<i>"What a Wonderful World"</i>	<i>joy, contentment</i>
<i>"That's What Friends Are For"</i>	<i>satisfaction, sadness, friendliness</i>



### Section 3 Assignment

1. Imagine that you have a close friend, Kazden, who is really frustrated with his parents. Write a brief letter of advice to your friend, offering at least six healthy strategies for coping with the frustration.

*The following example is intended as a guide only. Student answers will vary.*

*The opening might include an acknowledgement that the students understand Kazden's frustration, an acknowledgement that the students have possibly had the problem themselves before, or a friendly greeting.*

*The students should suggest some things that Kazden might try. Refer to Activity 3, Question 3., for further information.*

- *Think about how you feel. Remember, you are not alone in your feelings.*
- *Talk to someone. Release your feelings without hurting anyone.*
- *Treat yourself to a relaxing time.*
- *Look for outside help.*
- *Talk to yourself.*
- *Exercise or jog.*
- *Forget it.*
- *Talk to your parents.*
- *Take positive action.*

2. Imagine that you and your close friend, Minal, have had a disagreement. You are feeling very resentful about always doing what Minal wants to do. She seems really bossy and does not treat you fairly or seem to care how you feel.

- a. List two ways to react inappropriately in this situation.

*Answers will vary. Sample ideas are listed below. Some examples of inappropriate behaviour would include*

- *telling Minal off*
- *having a fight*
- *no longer being friends*
- *calling Minal names*
- *gossiping about Minal*
- *ignoring the problem*

- b. Now list two ways to act appropriately in this situation – ways that would allow you to keep Minal as your friend and get what you want.

*Acting appropriately would include*

- *telling your friend how you feel, and why you feel that way*
- *telling your friend what you would like to see change*
- *turning the problem into a joke*
- *finding ways to cooperate*
- *taking turns compromising*

## Section 4: Taking Charge of Yourself

### Key Concepts

- steps of the decision-making process
- accepting responsibility

This section helps students to understand that they can be more in charge of their lives by using a systematic, nine-step decision-making process and by accepting responsibility for the consequences of their choices.

Section 4 concludes Module 1: Self-Awareness and Acceptance. The instructional objectives of this section are

- to help the students identify the steps and develop the skills of using the decision-making process
- to help students accept responsibility for their decisions and behaviours

This section ties together knowledge gained in sections 1, 2, and 3. It provides a practical means of applying self-knowledge and controlling emotions.

The heart of the section is the nine-step decision-making process. Students are given several opportunities to practise this process.

Some students will resist using the decision-making process. Emphasize that this written and logical process is best used with the really important decisions in one's life, and it takes some practice. Step 6 of the process introduces the notion of accepting personal responsibility for decisions and their consequences. The level of responsibility changes with maturation.

This section ends with the concepts of pressure and influences. If students have difficulty understanding the concepts in this section, have them do the exercises in the Extra Help. If the students have firmly grasped the two main concepts of the section, have them do the exercises in the Enrichment. The Enrichment introduces these elective concepts:

- our choices are a reflection of our self-concept
- our choices reflect our basic value system – a choice incongruent with our beliefs can cause emotional problems

If your circumstances allow you to create a small group, a sharing process is quite effective with most questions in the section. Have students justify their choices and defend their opinions prior to doing their final assignments.

### Section 4: Activity 1

1. a. On page 38, Bill used many different ways to make decisions as he tried to decide what to do on his spring break. Describe any three of the ways Bill used to make choices.

Day	Way of Choosing
<i>Monday</i>	<i>Bill couldn't choose, slept in, and missed his chance.</i>
<i>Tuesday</i>	<i>Bill made a spur-of-the-moment choice, then regretted his decision.</i>
<i>Wednesday</i>	<i>Bill went along because his friends went, even though he didn't want to go.</i>
<i>Thursday</i>	<i>Bill let his habits choose for him and later regretted it.</i>
<i>Friday</i>	<i>Bill flipped a coin.</i>

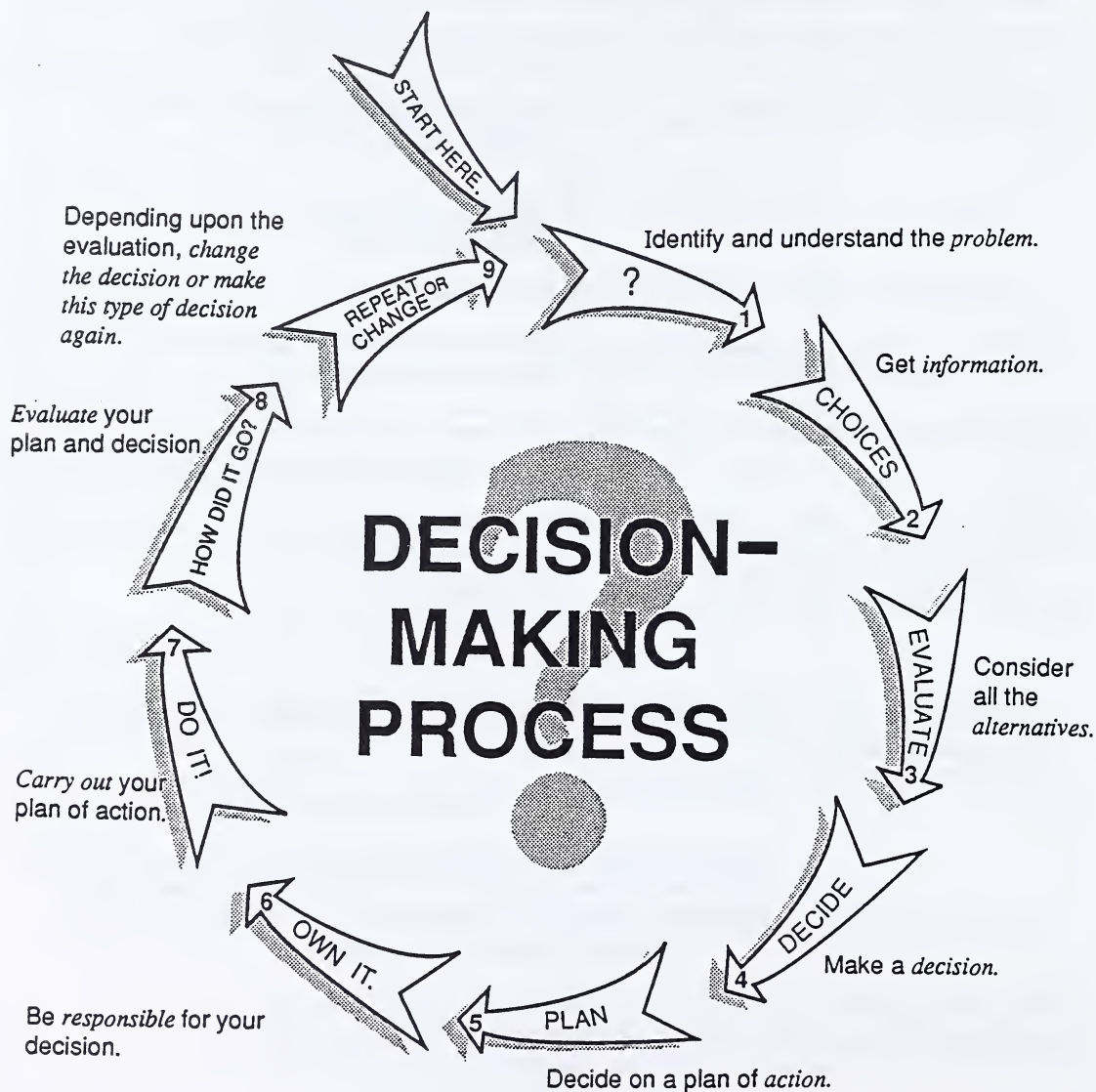
*Note: The students need only to give three ways that Bill made choices.*

- b. What do you think of Bill and his decision-making methods?

*Students' answers will vary. Students may think Bill is wishy-washy, has no mind of his own, has no control over his life, and cannot make decisions. Students may find it hard to admire him and may think of Bill as a loser.*

2. Unlike Bill, you are going to learn how to use a step-by-step method of taking charge of your life's choices. The following diagram illustrates how the decision-making process works.

Using the information on page 39 in your textbook, fill in the blanks on the following diagram.





3. Your uncle has just won a million-dollar lottery. He has decided to give all of his relatives, yourself included, \$500 each. However, before he will give the money to you, you must tell him what you are going to do with it, and why. Think of three possible choices, and evaluate each of them before making a final decision. (You will have to imagine the consequences of your decision in order to complete Step 8 and Step 9.)

*Student answers may vary. The following example is presented as a guideline only.*

### Identify and Understand the Problem

(What do you need to decide?)

What should I do with my uncle's \$500 gift?

---



---

*Step*  
**1**

### Get Information

(List three possible choices.)

**Choice A** • Put the money in the bank.

**Choice B** • Buy a mountain bike.

**Choice C** • Buy video games.

*Step*  
**2**

### Consider All the Alternatives

(List two advantages [pros] and two disadvantages [cons] for each possible choice.)

- Choice A    Pro: I could use the money later for something important.  
                   Pro: I could keep adding to the money to buy something bigger.  
                   Con: I would not have any immediate fun.  
                   Con: I might miss good sales that are on now.
- Choice B    Pro: I could go biking and have fun with my friends.  
                   Pro: I could use the bike on my paper route.  
                   Con: The money would be gone.  
                   Con: My uncle might think it's a waste.
- Choice C    Pro: I could have a lot of fun playing with video games.  
                   Pro: I could update my supply of games.  
                   Con: It is cheaper to rent games.  
                   Con: The games may break.

*Step*  
*3*

### Make a Decision

(What have you decided to do?)

*I will put the money in the bank.*

---



---

*Step*  
**4**

### Decide on a Plan of Action

(List the things that you will have to do to carry out your decision.)

- *Speak to my uncle.*
- *Get the money.*
- *Go to bank.*
- *Open a savings account.*
- *Deposit the money.*
- *Eventually add to it for a motorbike or car.*

*Step*  
**5**

### Be Responsible for Your Decision

(Whatever decision you have made, it's yours! You must live with the consequences – good or bad. Why did you make this choice? What are the possible consequences?)

*I really want a motorbike or a car when I'm sixteen. The other things I can do without.*

---



---

*Step*  
*6*

### Carry Out Your Plan of Action

(Once you have decided on the steps necessary to successfully complete your decision, you actually have to put those steps into practice. What will you actually do to carry out your decision?)

*I will speak to my uncle. If he agrees with my decision and gives me the money, I will deposit the money in a savings account in the bank. I will continue to save money until I can afford to buy a motorbike or a car.*

---



---

*Step*  
*7*



### Evaluate Your Decision and Plan

- Do you think your plan will work? Explain.

Yes, I think my plan will work because it's easy and practical.

---

---

---

- Will you continue to be happy with your decision? Why or why not?

Yes, I'm happy with my decision because I know it's getting me closer to my main goal – a car or motorbike.

---

*Step*  
*S*

### Change the Decision or Make the Same Decision Again

(Depending on your evaluation, you can either continue to take action, or go back to one of the other possible choices.)

If your decision and plan did not work out, what would be your next best course of action? Why?

*I would buy a mountain bike, because at least then I'd have some kind of transportation.*

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---

*Step*  
*9*

### Part A

4. a. Why is it important for you to think of as many choices or alternatives as possible when making important decisions?

*Then I won't miss out on a really good choice or make a decision I'll regret later.*

- b. If you were having trouble making a decision, who else could you ask to help you think of other alternatives and/or consequences? List some possible sources of help.

*Student answers will vary. The following suggestions are given as a guide:*

- |                        |              |
|------------------------|--------------|
| • friend               | • parent     |
| • teacher              | • coach      |
| • member of the clergy | • counsellor |

**Part B**

5. Watch the video entitled *Why Is it Always Me?* Using the information from the video, answer the following questions.
- a. The decision-making model described in the video is shorter than the one you have studied in this section, but it is still beneficial. *IDEAL* is the word used to help you remember the decision-making steps. What does each letter stand for?

I *Identify the problem.*

---



---

D *Describe the possibilities.*

---



---

E *Evaluate your ideas.*

---



---

A *Act out a plan.*

---



---

L *Learn.*

---



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- b. To make good decisions, the decision-making steps must be followed. Why is knowing the decision-making process so important?

*Knowing the decision-making process is important because it helps to solve problems in a positive way. The process offers more security and safety than does fighting, or relying on luck or intelligence. The decision-making process can be used anywhere and in any situation.*

**Section 4: Activity 2**

1. As you grow and develop, the types of decisions you will be responsible for making will also change. Using the following chart, list decisions that you have made in the past and decisions you might have to make in the future.

*Student answers will vary. The following suggestions are intended only as a guide.*



Age	Typical Decisions
3 Years	• <i>who to play with</i>
	• <i>what to play</i>
	• <i>what crayons to use</i>
8 Years	• <i>what to wear</i>
	• <i>what video game to play</i>
	• <i>who to be friends with</i>
Now	• <i>when to do homework</i>
	• <i>who to hang around with</i>
	• <i>whether to smoke or not</i>
18 Years	• <i>who to date/whether to date</i>
	• <i>what to do after high school</i>
	• <i>what type of car to buy</i>
25 Years	• <i>whether to marry, who to marry</i>
	• <i>where to live</i>
	• <i>career changes/decisions</i>
40 Years	• <i>career changes</i>
	• <i>investment ideas</i>
	• <i>ideas about raising a child or teenager</i>



2. Write short descriptive paragraphs to answer each of the following questions.
  - a. Have you ever been influenced to do something you wish you had not done? Describe the situation.
  - b. Do you know of someone else who was pressured into doing something that was later regretted? Describe the circumstances.
  - c. In either of the preceding cases, who did the pressuring and why?
  - d. How could either of the situations have been avoided?

*Student answers will vary greatly because of the range of personal experiences.*

*Answers to the last question might include*

- *just say no*
- *change friends*
- *avoid the situation where the pressuring takes place*
- *remember that a real friend won't pressure you*
- *ask for help*
- *talk to a friend or parent*

*If possible, take the time to discuss additional alternatives.*

## **Section 4: Follow-Up Activities**

### **Extra Help**

1. Imagine that some of your friends are smokers and they have been pressuring you to smoke with them. Use the decision-making process to determine whether or not you will smoke with your friends.

*The suggested answers are to act as a guide only. Answers will vary.*

**What is the decision you have to make?**

*I must decide whether to smoke or not to smoke.*

---

*Step*  
*1*

**There are only two choices in this situation. What are they?**

Choice A *I could choose to smoke.*

---

Choice B *I could choose not to smoke.*

---

*Step*  
*2*

**Evaluate the good and bad consequences of your two choices.**

Choice A Pro: I might feel grown up.

Pro: My friends will accept me.

Con: Smoking is bad for my health.

Con: My parents will be angry.

Choice B Pro: I'll keep my health.

Pro: I'll save money.

Con: Some friends may reject me.

Con: Some people might call me names.

*Step*  
*3*

**Decide by selecting the choice that is right for you.**

I will not smoke.

*Step*  
*4*

**Think of a plan to carry out your decision. What are three things you might need to do or say?**

- I will tell my friends it's okay if they want to smoke, but that I choose not to smoke.
- I won't accept a cigarette.
- If my friends continue to pressure me, I may have to stop hanging around with them and spend more time with other friends who do not smoke.

## Step 5

**Now, in your mind, you need to accept the responsibility for your choice. Why did you make this choice? What are the possible consequences?**

I decided not to smoke because it is unhealthy. If my friends reject me, they probably were not real friends in the first place.

## Step 6



**Do it! What will you do to carry out the plan that you wrote about in Step 5?**

I will tell my friends I have made a decision not to smoke. If my friends  
continue to pressure me, I will stop seeing them.

---

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*Step*  
*7*

**Evaluate your choice. Do you think you will be happy with the choice? Explain.**

Yes, I am happy with my choice because I value my health, and I don't  
have a lot of money. I don't want to be addicted. Smoking is stupid!

---

*Step*  
*8*

What have you learned from your choice? Do you think you would repeat your choice in the future (maybe with a new issue, such as drug use), or would you change your decision? Explain.

*I made the correct choice, and I'll stick to it in the future – even with other drugs.*

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*Step*  
*9*

2. In this section you have learned that you choose your own behaviours and that your choices have consequences connected to them. Using the following chart, think of two good (+) and two bad (–) consequences for each choice listed.

*Students' answers may vary. The following are only suggestions.*

Your Decision	Possible Good (+) and Bad (–) Consequences
Steal a Bike	(+) <u>would have a bike</u> (+) <u>could get around</u> (–) <u>could get caught</u> (–) <u>could lose my good reputation</u>
Get Married	(+) <u>would have a family</u> (+) <u>would have a home of my own</u> (–) <u>would have to work</u> (–) <u>would have lots of bills</u>
Drop Out of School	(+) <u>would have more freedom</u> (+) <u>would not have homework</u> (–) <u>would have poor job in the future</u> (–) <u>would lose my school friends</u>
Leave Home	(+) <u>would have freedom for myself</u> (+) <u>could sleep in</u> (–) <u>would have to care for all my own needs</u> (–) <u>would have to work</u>
Ignore Your Curfew	(+) <u>could stay out with friends</u> (+) <u>would have fun</u> (–) <u>could get grounded</u> (–) <u>could lose my parents' trust</u>

## Enrichment

1. We are often judged by the quality of our choices. In fact some people think that our decisions are reflections of who we really are inside. Do you agree with this idea? Give three examples to support your answer.

*While students' answers will vary, answers might include references to the students' values, attitudes, beliefs, upbringings, religions, and so on.*

*When the students evaluate options, they usually do so relative to the preceding factors, such as values. Then they decide on the things that they feel are most important. External behaviours usually reflect internal factors. Watch for the use of at least three examples.*

2. What do you think might be the internal consequences of making a choice that goes against your basic beliefs or values? Be specific. Give three examples to support your explanation.

*Student answers will vary. However, look for descriptions of feelings such as guilt, shame, sorrow, regret, confusion, and so on. Watch for the mention of incongruencies between values and behaviours.*

*Examples which might appear include smoking, curfew problems, stealing, cheating, or being dishonest with friends or family. If students were to make choices that went against their basic beliefs or values, there would be a conflict of some kind, and either future behaviour or personal attitudes would change.*

## Section 4 Assignment

1. You have been warned by someone that a friend whom you have just met is going to dare you to go into a store and steal an expensive portable radio.

Using the nine-step decision-making method, decide how you are going to handle this situation.

**Analyze only two choices.**



**Step 1: Identify and Understand the Problem**

*I need to decide whether or not to steal the radio.*

---

**Step 2: Get Information**

List two possible choices.

**Choice A:** *I could steal the radio.*

**Choice B:** *I could tell my friend "no," and not steal the radio.*

**Step 3: Consider the Alternatives****Choice A**

List two advantages.

• *I wouldn't be called "chicken".*

• *My new friend will like me.*

List two disadvantages.

• *I might get caught.*

• *I'll feel guilty.*

**Choice B**

List two advantages.

• *I won't have any legal problems.*

• *I'll feel honest.*

List two disadvantages.

• *I'll get called names, such as "chicken."*

• *I'll lose a possible friend.*

**Step 4: Make Your Decision**

*I won't steal the radio.*

**Step 5: Decide on Your Plan of Action**

*I will talk to my friend, and say that I'm not interested, but that I'm not*

*"chicken" either. I don't need a radio, and I don't need the hassle of getting caught.*

**Step 6: Be Responsible for Your Decision**

Why did you make this choice? What are the possible consequences?

I will not accept the dare to steal the radio because I do not want to feel guilty or risk being caught. If my friend calls me names or stops being my friend, that's all right with me.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 7: Carry Out Your Plan of Action**

What will you actually do to carry out your decision?

I will go to my new friend and explain my decision. I will also explain my decision to the person who warned me about my friend's intentions.

\_\_\_\_\_

### Step 8: Evaluate Your Plan and Decision

How will you know if your plan is working?

• *I won't get any more pressure to steal.*

• *I won't be arrested.*

Why do you think your decision is a good one?

*It is good because I won't get into trouble. Besides, the person might still be my friend and have more respect for me.*

### Step 9: Depending on the Evaluation, Change the Decision, or Make This Type of Decision Again

What do you think you would learn from your decision?

*I would learn not to steal, to stand up for myself, and to look for more honest friends.*

What similar kinds of decisions do you think you might have to make in the future?

*I may need to decide*

• *whether or not to use drugs*

• *whether or not to cheat on an exam*

• *whether or not to lie*

*Students' answers will vary. The suggestions given are to serve as a guide only.*

2. In Section 4 you learned about the importance of accepting personal responsibility for the consequences of your choices. In your own words describe the meaning of *personal responsibility*. Use examples from the textbook, from your own life, or from events that you have learned about at home or at school to illustrate your answer.

*Students' answers may vary, but answers should include reference to the following:*

- *having to live with consequences – good and bad*
- *the importance of not blaming others*
- *following through on your decisions*
- *being prepared to evaluate and make changes if necessary*
- *taking charge of your life*
- *being responsible is part of maturing*

*Students may cite times when someone dared them or lied to them as examples.*







This booklet cannot be purchased separately; the  
Learning Facilitator's Manual is available  
only as a complete set.

